DOCUMENT RESUME

ED 273 636 SP 028 054

TITLE A Study of Teacher Incentives for the District of Columbia Public Schools: Technical Report.
INSTITUTION District of Columbia Public Schools, Washington, D.C.
PUB DATE Jun 84
NOTE 235p.; For the Summary Report, see ED 266 107.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Career Ladders; Elementary Secondary Education; *Incentives; Merit Pay; *Teacher Characteristics; *Teacher Evaluation; *Teacher Recruitment; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This volume reports study findings regarding teacher recruitment and retention patterns in the District of Columbia Public Schools, characteristics of the D.C. teaching force, incentive plans already operating in the District, and comparative financial incentives for attracting and retaining teachers in the system. It describes certification and other personnel policies in the District and reports the results of an assessment of the currently used teacher evaluation process in D.C. Finally, the volume presents the findings of a districtwide survey of teachers and principals about their views of existing and proposed incentives for teachers. The individual studies and their authors are: (1) District of Columbia Public Schools 1979-1983 Teacher Profile (Jacqueline Reed, Karen Johnson Pittman, and Linda Darling-Hammond); (2) A Comparative Analysis of Salaries and Financial Incentives for Teachers in the D.C. Public Schools (Kathryn B. Foster and Kay T. Payne); (3) Teacher Incentives in the D.C. Public Schools: Formal and Informal Programs and Practices (Elaine C. Melmed); (4) Teacher Evaluation and Reward Systems: Interviews with Teachers and Principals (Karen Johnson Pittman and Arthur E. Wise); (5) Findings of the DCPS Surveys of Teachers and Principals regarding Teacher Incentives (Andrea J. Love, William W. Ellis, and Anita F. Allen); and (6) Certification Practices in the District of Columbia Public Schools (Suzanne Benda). (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED273636

A STUDY OF TEACHER INCENTIVES FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS: TECHNICAL REPORT

June 1984

SP 028 054

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
STUDY OF TEACHER INCENTIVES: TECHNICAL REPORT

This study was conducted under the
aegis of the United States Congress,
District of Columbia Appropriation
Act, 1984, P.L. 98-125

June 1984
Washington, D.C.

THE BOARD OF EDUCATION

OF THE DISTRICT OF COLUMBIA

David E. Eaton
President, At-Large

Nathaniel Bush
Vice President

Bettie G. Benjamin
Bob Boyd
Edna Frazier-Cromwell
Linda W. Cropp
R. David Hall
Eugene Kinlow
R. Calvin Lockridge
Barbara Lett Simmons
Wanda Washburn
Howard Miller, II
Student Representative

DISTRICT OF COLUMBIA

PUBLIC SCHOOLS

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

TASK FORCE ON MERIT PAY FOR TEACHERS

MEMBERS

Mr. Frank Bolden, President
D.C. Federation of Civic Associations
3609 28th Street, N.E.
Washington, D.C. 20018
529-0186

Dr. Shirley O. Brown, President
Council of School Officers
Whittier School
5th & Sheridan Streets, N.W.
Washington, D.C. 20011
576-6156

Mr. William Brown, President
D.C. Congress of Parents & Teachers
J.O. Wilson School
6th & K Streets, N.E.
Washington, D.C. 20003
543-0333

Ms. Stephanie Cabaniss
Labor Relations Branch
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
724-4011

Dr. Gary Freeman, Director
Division of Human Resource Management
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
724-4080

Mr. Michael D. Gilbert
Executive Director
Private Industry Council
1129 20th Street, N.W.
Washington, D.C. 20036
463-7811

Dr. Latinee Gullattee
Assistant to the Superintendent
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
724-4222

Mr. Walter Henry, Principal
Burrville Elementary School
Division Avenue & Hayes Street, N.E.
Washington, D.C. 20019
724-4598

Dr. Willie Kimmons, Dean
College of Education and Human Ecology
University of the District of Columbia
1100 Harvard Street, N.W.
Washington, D.C. 20009
673-7021

Mr. Antonio King, President
Student Advisory Council
3012 11th Street, N.W.
Washington, D.C. 20001
232-2753 (H)

Ms. Virginia Koehler
Parents United for Full Public School Funding
1400 I Street, N.W., Suite 450
Washington, D.C.20005
289-4988

Mr. George Margolies, Director
Legal Services Branch
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
724-4276

Dr. Reuben Pierce
Assistant Superintendent
Division of Quality Assurance
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
724-4253

Mr. William Simons, President
Washington Teachers' Union
2101 L Street, N.W., Suite 905
Washington, D.C. 20037
452-8120

Ms. Jean Smith, Teacher
Kimball Elementary School
Minnesota Avenue & Ely Place, S.E.
Washington, D.C. 20019
767-7011

OFFICE FOR THE STUDY OF MERIT PAY FOR TEACHERS

STAFF

Mrs. Joan W. Brown
Special Assistant to the Superintendent
for the Study of Merit Pay for Teachers
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
727-6251 or 6335

Dr. Jacqueline Reed
Research Associate
D.C. Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
727-6251 or 6335

Dr. Linda Darling-Hammond
Executive Consultant to the
Task Force
The Rand Corporation
2100 M Street, N.W.
Washington, D.C. 20037
296-5000

TABLE OF CONTENTS

PREFACE i

INTRODUCTION AND SUMMARY iii
Linda Darling-Hammond

CHAPTER

I. DISTRICT OF COLUMBIA PUBLIC SCHOOLS 1979-1983 TEACHER PROFILE 1
Jacqueline Reed, Karen Johnson Pittman, and Linda Darling-Hammond

II. A COMPARATIVE ANALYSIS OF SALARIES AND FINANCIAL INCENTIVES FOR TEACHERS IN THE D.C. PUBLIC SCHOOLS 31
Kathryn B. Foster and Kay T. Payne

III. TEACHER INCENTIVES IN THE D.C. PUBLIC SCHOOLS: FORMAL AND INFORMAL PROGRAMS AND PRACTICES 57
Elaine C. Melmed

IV. TEACHER EVALUATION AND REWARD SYSTEMS: INTERVIEWS WITH TEACHERS AND PRINCIPALS 96
Karen Johnson Pittman and Arthur E. Wise

V. FINDINGS OF THE DCPS SURVEYS OF TEACHERS AND PRINCIPALS REGARDING TEACHER INCENTIVES 117
Andrea J. Love, William W. Ellis, and Anita F. Allen

VI. CERTIFICATION PRACTICES IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS 192
Suzanne Benda

PREFACE

This technical report on teaching policies and conditions in the District of Columbia Public Schools provides supporting documentation for A Study of Teacher Incentives for the District of Columbia Schools: Summary Report. The two volumes are the result of a research and planning effort conducted during the 1983-84 school year at the request of the U.S. Congress to develop "a balanced and comprehensive system which will embrace the concepts of merit pay and exemplary teacher recognition. . .to recognize outstanding teachers through both monetary and professional incentives." The study examined teacher incentive plans in the context of teaching policies in the D.C. Public Schools.

The Summary Report discusses the concepts underlying merit pay and other teacher incentive plans and assesses these plans in relation to the problems in the teaching profession that the incentives are meant to address. It summarizes the research on incentive plans, generally, and the findings of the study on D.C. teaching policies and incentives, along with the recommendations of the Superintendent's Task Force on Merit Pay for Teachers.

This volume reports in more detail the study findings regarding teacher recruitment and retention patterns in the D.C. Public Schools, characteristics of the D.C. teaching force, incentive plans already operating in the district, and comparative financial incentives for attracting and retaining teachers in the system. It describes certification and other personnel policies in the district and reports the results of an assessment of the currently used teacher evaluation process in D.C. Finally, the volume

presents the findings of a districtwide survey of teachers and principals about their views of existing and proposed incentives for teachers.

An independent team of researchers collected and analyzed the data included in this report. The study was designed and supervised by research consultant, Linda Darling-Hammond, who compiled and edited this volume. Individual studies were conducted by Karen Johnson Pittman, Arthur E. Wise, William W. Ellis, Andrea J. Love, Anita F. Allen, Elaine C. Melmed, Kathryn B. Foster, Kay T. Payne, Jacqueline Reed, and Suzanne Benda. Special Assistant to the Superintendent, Joan W. Brown, coordinated the study and planning activities.

It is the hope of the study team and the Superintendent's Task Force that this report will provide useful data upon which to base continuing efforts for recruiting and retaining an excellent teaching force in the D.C. Public Schools.

INTRODUCTION AND SUMMARY

Linda Darling-Hammond

The studies reported in this volume were designed to provide a comprehensive data base about teachers and teaching policies and conditions in the D.C. Public Schools. Staring from the viewpoint that any incentive plan for recognizing, rewarding, and motivating teachers must take into account existing incentives and disincentives for teachers, the study sought to identify those policies and practices that encourage or discourage teaching excellence. The research was guided by a framework in which the teaching force is viewed as the primary source of human capital for the educational enterprise, and the conditions which shape the recruitment, utilization, and retention of teachers are viewed as the components of an incentive structure which in turn defines teacher satisfaction, effectiveness, and the composition of the teaching force.

The first chapter in this volume presents a profile of the DCPS teaching force from 1979-1983. It examines characteristics and trends in the teaching force along a number of dimensions: age, experience levels, education levels, teaching areas, appointments and separations during the five-year period, performance ratings, deployment of staff in differentiated teaching assignments, and use of educational leave. Changes in the composition of the teaching force are highlighted, along with recruitment and retention trends that will require increased hiring capability in the coming years that exhibit shortages. The attrition of highly educated members of the teaching force, especially in specific teaching areas is noted, and the appointment of

temporary teachers in many of the same areas is also indicated. The chapter provides useful background data for assessing how well the incentive structure currently operates to attract and retain the types of teachers needed to implement a balanced, high-quality educational program in the school system.

The second chapter describes salaries and financial incentives for teachers in the D.C. Public Schools as compared to surrounding local school districts and similar urban districts across the country. The study found that, while starting salaries in D.C. are relatively competitive with those of other districts, increments for education and experience are less competitive. Furthermore, other financial incentives for teachers are much more limited in D.C. than in surrounding districts. There are no stipends for academic extracurricular activities, few opportunities for sabbaticals or leave, and no paid opportunities for assuming additional responsibilities in differentiated staff roles as there are in most other school systems. These areas are highlighted as important for teacher retention.

Chapter three treats teacher incentives in the D.C. Public Schools in more detail. It describes the nature and scope of existing awards programs, "differentiated" teaching assignments, compensation practices, professional development opportunities, and other informal incentives affecting assignments and working conditions. The study provides a basis for assessing the usefulness and adequacy of these practices for rewarding good teachers and providing professional opportunities for teacher improvement and retention over the course of a teaching career.

Chapter four analyzes DCPS teacher evaluation and reward systems based on interviews with approximately 150 school district teachers and principals. It identifies changes that would be needed to make the teacher appraisal process a more productive source of feedback and instructional support for teachers, and points to the need for a new process for making personnel decisions about either marginally competent or, at the other end of the spectrum, outstanding teachers. The study also examined teachers' views of existing incentives and working conditions, finding that the most potent incentives from the point of view of teachers are the working conditions that shape the quality of the teaching environment and opportunities for professional self-development, including greater interaction among teachers, involvement in teaching decisions, and enhanced responsibilities.

Chapter five reports the results of a survey of 2500 teachers and 160 school-level administrators in the D.C. Public Schools. The survey found support among those groups for existing awards programs that encourage the development of innovative teaching practices, and for the adoption of a "master teacher" or "career ladder" approach to recognizing and rewarding outstanding teachers. Survey respondents strongly disapproved of the idea of a merit pay bonus award plan, and they endorsed a new approach to the evaluation and selection of teachers for promotion and salary increases. The survey reports respondents' views of the processes and criteria for selection of outstanding teachers, along with breakdowns of their preferences by experience, education, and school levels. Data on teacher satisfaction and plans to remain in teaching are also reported by teacher type, as are opinions about the effectiveness and fairness of current teacher evaluation

practices. The most highly educated teachers are most critical of current practices and most likely to say they plan to leave teaching.

Chapter five also reports findings about teachers' participation in professional growth opportunities and extracurricular activities, along with information about their certification and teaching assignments. Teachers' and principals' views of certification policies are reported, with strong support for an internship for beginning teachers evident. Because hiring and recertification practices surfaced throughout the study as crucial for upgrading the quality of the teaching force, chapter six presents further information about certification policies and practicies in the D.C. Public Schools as well as the neighboring states of Maryland and Virginia.

Taken together, the studies reported in this volume provide information about the components of the incentive structure for attracting, motivating, and retaining teachers in the D.C. Public Schools that point to strengths and weaknesses to be addressed by policymakers in devising an incentive plan. What emerges most clearly from the study is the need for a comprehensive approach that takes into account the effects of both monetary and nonmonetary incentives in shaping the ultimate composition and effectiveness of the teaching force. The implications of these findings are spelled out in the Summary Report accompanying this volume. The data herein should provide a resource for school district staff and policymakers to refer to as they pursue the task of restructuring incentives for encouraging excellence in teaching and learning.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1979-1983 TEACHER PROFILE

prepared by

Jacqueline Reed, Karen Johnson Pittman, and Linda Darling-Hammond

The District of Columbia Public Schools is charged by the U.S. Congress with developing a balanced and comprehensive teacher incentive system which embraces the concepts of merit pay and exemplary teacher recognition. A profile of the DCPS teacher population is essential to providing the foundation for a plan designed to meet the needs of the District and its teachers. Accordingly, the purpose of this study was to examine the characteristics of the teaching force, focusing on the distribution of teachers as follows:

1. age and experience by discipline and grade level;
2. education (degree) levels by discipline and region;
3. appointments by discipline, experience, and education level;
4. separations by category, discipline, reason, experience, education level, and performance rating;
5. performance ratings by region;
6. use of educational leave by discipline and experience; and
7. differentiated staffing categories by experience and education level.

The study method entailed an analysis of computerized data supplied by the DCPS Division of Information Resource Management. All analyses cover the period from 1979 to 1983; in some instances, data are either unavailable or incomplete for 1979. For some instances in which computerized data are not available, interviews were conducted with staff from the Division of Human Resource Management. Each analysis is based upon data that were current at the time the study was conducted. The focus of this study is limited to the ET-15 teacher population.

It should be noted that those tables which are constructed by regions include regions A, B, C, D, and O. Region O is comprised of the schools and centers which are in the divisions of Career Education, Special Education, and Adult and Community Education. It should also be noted that appointment data does not distinguish from among teachers hired, those persons rehired by DCPS. Teachers who were separated as a result of a reduction-in-force (RIF), but subsequently rehired, are included in appointment data. In addition, although Americanization is no longer a discipline for which teachers are hired and/or certified, it continues to appear as a category in computerized printouts. In a similar manner, data for Classroom Instruction as a discipline is provided only for 1979, after which time this discipline became classified as Elementary 1-6.

AGE DISTRIBUTION

In general, over the past five years the percentage of teachers under age 30 has steadily decreased while the percent of teachers aged 50 and older has gradually increased. Table 1 presents the age distribution of DCPS teachers between 1979-83. Given the current age distributions, approximately one-fourth of the teaching population can be expected to retire over the next 10 years, creating a demand for new teachers in the District. Elementary 1-6, Vocational Instruction and Reading will be especially affected by these retirements, as will counseling and library services.

Past retirement trends suggest that most D.C. teachers retire at about age 60 to 62, and that the annual retirement rate among teachers aged 50 or more is about 7 percent.* If these trends continue, we can expect to see

*DCPS teachers are eligible to retire at age 55 with 30 years of service, at age 60 with 20 years of service, or at age 62 with five or more years of service. Mandatory retirement is at age 70.

TABLE 1

1979-83 AGE DISTRIBUTION AMONG TEACHERS

Year	Total # Teachers	Under 30	30-39	40-49	50-59	Over 59
1979	5,989	458 (8%)	2,487 (42%)	1,769 (30%)	1,006 (17%)	269 (4%)
1980	5,910	433 (7%)	2,452 (42%)	1,754 (30%)	1,022 (17%)	249 (4%)
1981	4,881	194 (4%)	1,903 (39%)	1,644 (34%)	943 (19%)	197 (4%)
1982	4,953	166 (3%)	1,811 (37%)	1,707 (34%)	1,035 (21%)	234 (5%)
1983	4,904	141 (3%)	1,628 (33%)	1,816 (37%)	1,079 (22%)	240 (5%)

Summary: Percent of Teachers Under Age 40

Year	Percent
1979	50%
1980	49%
1981	43%
1982	40%
1983	36%

Summary: Percent of Teachers Over Age 50

Year	Percent
1979	21%
1980	22%
1981	23%
1982	26%
1983	27%

about 90 classroom teachers (plus about 20 ET-15 personnel in non-teaching categories) retire each year over the next five to seven years. After this time, annual retirement numbers will begin to rise more sharply as the group of teachers currently aged 40-49 begins to near eligible retirement age. By 1993, the group of teachers over the age of 50 will be more than 2,200, about double its current size and half of the total teaching force. Retirement rates will increase proportionately. The second wave of retirements, beginning in 1990, will affect Physical Education and Health, Music, Mathematics, and Social Studies, in addition to the areas already listed above. Age distributions by teaching and other ET-15 categories for 1983 are shown in Table 2.

EXPERIENCE LEVELS

The distribution of experience levels among DCPS teachers has also changed dramatically over the past five years. Because the reductions-in-force of 1980 were conducted on the basis of seniority, the distribution of experience levels has become heavily skewed toward the high end of the experience scale. Currently, 52 percent of all classroom teachers have 15 or more years of experience, as compared to only 28 percent of the teaching force in 1979. The proportion of teachers with fewer than five years of experience declined from 10 percent to five percent over the same period of time (see Table 3).

Teaching areas with very high proportions of highly experienced teachers are Language Arts, Vocational Instruction, Elementary Education, and Reading. The proportions of teachers with 15 or more years of experience have more than doubled in Mathematics, Science, English, Foreign Language, Social Studies, and Health/Physical Education between 1979 and 1983 (see Table 4).

TABLE 2

AGE DISTRIBUTION OF ET-15 EMPLOYEES BY FUNCTION IN 1983

FUNCTION	UNDER 30	30-39	40-49	50-59	OVER 59	TOTAL	%AGE 50+
Adult Basic Education		1	1			2	0
Americanization		4	1		6	11	55
Art	1	47	32	14	5	99	19
Bilingual Instruction	5	12	11	3	2	33	15
Counseling Services	3	45	86	89	26	249	46
Curriculum Development		1	3	3		7	43
Elementary 1-6	16	422	636	400	65	1,539	30
English	5	150	107	56	18	336	22
Foreign Languages	2	42	28	19	8	99	27
Health & Phys. Ed.	3	91	105	48	8	255	22
Instructional Support	1	13	9	5		28	18
Kindergarten	3	74	93	62	14	246	31
Language Art		1	7	9	2	19	58
Library Services	2	35	82	50	11	180	34
Mathematics	11	150	136	63	10	370	20
Management & Policy		2	2	1		5	20
Music Instrumental	4	8	23	14	1	50	30
Music Vocal	5	36	46	24	2	113	23
Personnel Services				1		1	100
Prekindergarten	7	63	42	18		130	14
Preschool	2	26	6	3		37	8
Pupil Services	10	34	39	20	10	113	27
Reading	3	46	67	60	16	192	40
Resource Program	1	23	55	36	6	121	35
School Psychologist	4	23	7	9	1	44	23
Science	13	103	100	47	15	278	22
Small Group Instruction	67	214	127	76	23	507	20
Social Studies	2	87	79	42	9	219	23
Social Worker		5	10	9	2	26	42
Special Services				1		1	100
Staff Development		2	8	3	1	14	29
Summer School Instruc.		1				1	0
Teachers Life Skill		13	2	1		16	6
Teachers Unprogramming		5	7	4	1	17	29
Transition Program		14	26	11		51	22
Vocational Instruc.	4	75	167	122	38	406	39
FINAL TOTALS	174	1,868	2,150	1,323	300	5,815	28

TABLE 3

1979-1983 EXPERIENCE DISTRIBUTION AMONG CLASSROOM TEACHERS

YEAR	5 YEARS	5-9 YEARS	10-14 YEARS	15+ YEARS	TOTAL NUMBER
1979	10%	25%	37%	28%	5,473
1980	10%	20%	34%	35%	5,910
1981	5%	18%	33%	43%	4,881
1982	5%	24%	33%	37%	4,953
1983	5%	11%	32%	52%	4,904

TABLE 4

EXPERIENCE LEVELS BY TEACHING CLASSIFICATION
(% of teachers with 15 or more years of experience)

Teaching Area	1979	1983
Preschool/Pre-Kindergarten	14	27
Elementary K-6	36*	63*
Art	40*	37
English	20	43
Foreign Language	18	39
Health/Physical Education	19	55*
Language Arts	88*	79*
Mathematics	22	49
Music (Vocal & Instrumental)	28	44
Reading	41*	62*
Science	19	41
Social Studies	13	44
Special Education	20	30
Vocational Instruction	55*	63*
Bilingual Instruction	25	13
Total Teaching Force	28	52

*Proportions of teachers with 15 or more years of experience in these teaching areas are above the average proportion for the total teaching force in that year.

DISTRIBUTION OF EDUCATION LEVELS

In general, the DCPS teaching force has become more highly educated over the past four years. For example, in 1980, 60% of DCPS teachers had at least a Master's degree, contrasted with 67% in 1983. Most of the distributional change occurred between 1980 and 1981 when large numbers of teachers with less than a Master's degree left the system as reductions-in-force occurred. Since 1981, the percentage of teachers with a MA degree has remained constant. During the period studied, the percentage with a BA+15 hours or less has gradually decreased while the percentage with a MA+30 hours or more has gradually increased. Table 5 presents a summary of the distribution of education levels among DCPS teachers between 1980-83, inclusive. Data for 1979 are unavailable.

The distribution of teachers' education levels among regions (Table 6) is fairly similar; however, Regions A and D have proportionately fewer teachers with Master's degrees and above than Regions B and C. Adjusting for the fact that Regions A and D have fewer high school teachers (who tend to have more advanced degrees), we find that high school teachers in Region A are more highly degreed than those in the other regions, while those in Region D still have proportionately fewer advanced degrees (see Tables 7 and 8). However, disparities in the distribution of educational levels across regions have been declining since 1980.

APPOINTMENTS

The number of DCPS classroom teachers has decreased from a high of 5,910 in 1980 to 4,904 in 1983. The largest decrease occurred between 1980 and 1981 with large-scale reductions-in-force; the size of the teaching force has remained virtually stable since that time. As Table 9 indicates, the

TABLE 5

SUMMARY OF DEGREE DISTRIBUTION AMONG TEACHERS IN ALL REGIONS

YEAR	TOTAL	BA ONLY	BA+15	MA	MA+30	MA OR Ph.D
1980	5,910	1,596 (27%)	768 (13%)	2,600 (44%)	650 (11%)	296 (5%)
1981	4,881	1,123 (23%)	586 (12%)	2,294 (47%)	585 (12%)	293 (6%)
1982	4,953	1,090 (22%)	594 (12%)	2,328 (47%)	643 (13%)	297 (6%)
1983	4,904	1,079 (22%)	539 (11%)	2,305 (47%)	637 (13%)	343 (7%)

TABLE 6

DEGREE DISTRIBUTION BY REGION

Region A Degree Distribution

Year	Total	% BA Only	% BA+15	% MA	% MA+30	% Ph.D.
1980	1,573	31	13	43	10	3
1981	1,290	26	13	45	12	4
1982	1,338	25	12	46	12	5
1983	1,300	24	12	46	12	6

Region B Degree Distribution

Year	Total	% BA Only	% BA+15	% MA	% MA+30	% Ph.D.
1980	930	24	11	46	13	6
1981	745	21	10	48	14	7
1982	760	21	9	49	14	7
1983	788	20	10	49	14	7

Region C Degree Distribution

Year	Total	% BA Only	% BA+15	% MA	% MA+30	% Ph.D.
1980	1,278	25	12	46	12	5
1981	1,083	21	12	49	13	7
1982	1,091	19	12	49	13	8
1983	1,109	20	12	46	14	8

Region D Degree Distribution

Year	Total	% BA Only	% BA+15	% MA	% MA+30	% Ph.D.
1980	1,672	27	15	44	10	4
1981	1,406	24	15	47	10	4
1982	1,391	23	13	48	12	4
1983	1,362	22	13	49	12	4

Region O Degree Distribution

Year	Total	% BA Only	% BA+15	% MA	% MA+30	% Ph.D.
1980	456	27	9	40	15	9
1981	355	23	8	41	18	10
1982	373	22	9	44	14	11
1983	345	21	8	44	15	12

TABLE 7

TEACHERS' EDUCATIONAL LEVELS BY SCHOOL CATEGORY, 1983

	TOTAL #	BA	BA+15	MA	MA+30	Ph.D.
Elementary	2,423	604	337	1,099	286	97
		25%	14%	45%	12%	4%
Junior High	1,039	251	105	516	114	53
		24%	10%	50%	11%	5%
Senior High	704	82	60	354	117	91
		12%	9%	50%	17%	13%

TABLE 8

EDUCATIONAL LEVELS OF SENIOR HIGH SCHOOL TEACHERS BY REGION
(percentages)

	TOTAL #	BA	BA+15	MA	MA+30	Ph.D.
Region A	99	12%	69%	45%	19%	18%
Region B	182	13%	9%	48%	16%	14%
Region C	247	12%	10%	47%	17%	13%
Region D	176	10%	7%	60%	15%	8%

TABLE 9

1979-1983 NUMBER OF CLASSROOM TEACHERS BY DISCIPLINE

DISCIPLINE	1979	1980	1981	1982	1983**
Adult Basic Education	2	2	2	2	2
Americanization[1]	10	13	8	11	11
Art	109	123	106	100	99
Bilingual Instruction	20	27	28	31	31
Classroom Instruction[2]	*	*	*	*	*
Drug Education	1	1	1	1	1
Elementary 1-6	1,921	1,903	1,509	1,534	1,504
English	371	401	343	339	333
Foreign Languages	96	111	88	87	98
Health & Physical Education	285	316	260	252	250
Kindergarten	259	273	210	232	235
Language Arts	17	21	16	18	19
Mathematics	393	441	393	396	369
Music Instrumental	35	46	32	35	46
Music Vocal	120	127	108	113	112
Pre-Kindergarten[3]	86	128	98	107	130
Preschool[4]	58	65	62	63	36
Reading	184	241	222	228	191
Science	293	316	274	272	275
Small Group Instruction[5]	413	474	417	450	483
Social Studies	271	285	227	231	218
Teacher - Life Skills[6]	*	*	*	*	11
Teachers Unprogrammed[7]	4	*	*	15	3
Transition Program[8]	*	45	42	36	51
Vocational Instruction	525	551	435	400	397
FINAL TOTALS	5,473	5,910	4,881	4,953	4,904

*None reported.
**Data are for May of each school year, 1979-1982, and for October, 1983.

[1]Americanization is more generally known as English as a Second Language.
[2]Classroom instruction is the classification formerly used for Elementary 1-6.
[3]Pre-Kindergarten is instruction for children aged 4 and above prior to Kindergarten.
[4]Preschool is instruction for children aged 2 and above prior to pre-Kindergarten.
[5]Small group instruction is more generally known as Special Education.
[6]Life skills teachers deliver instruction to students in basic life skills, such as balancing a checkbook.
[7]Unprogrammed teachers are those who do not fit into other classifications, such as computer science teachers.
[8]Transition program teachers are former elementary school teachers who teach basic skills areas to junior high school students.

greatest decrease took place in Elementary Education teachers; substantial decreases have also occurred in Vocational Instruction and Social Studies. Some teaching areas have grown since 1981, including pre-Kindergarten, Kindergarten, and Special Education (Small Group Instruction).

Between 1979 and 1983, a total of 1,685 teachers were appointed to the DCPS Educational Service. Table 10 shows all appointments by discipline for each of the years studied. Most appointments occurred in 1980, prior to reductions-in-force, and in 1981, when many of the teachers who had been separated were rehired. Since 1981, DCPS has hired about 300 teachers annually (about 6 percent of the teaching force), with the numbers of appointments being proportionately largest in teaching fields like Mathematics, Science, and Special Education.

Table 11 presents the distribution of new teacher appointments by individual appointment code. Between 1979 and 1983, the majority of appointments (68%) were categorized as temporary. Temporary appointments are for one year only and are generally used when the appointee is not fully certified in the teaching area for which he or she has been hired. Temporary appointments may also be used when the teaching position itself is not permanent (e.g., when a teacher is filling in for someone else on leave) or, in past years, for some teachers rehired from reductions-in-force.* Temporary appointees may be separated and rehired from year to year.

To the extent that temporary appointments are hirees who are not fully certified for the subjects they are teaching, such appointments may represent latent shortage areas in the local labor market for certain types of teachers.

*Most teachers rehired from reductions-in-force were given permanent rather than temporary appointments. After December 1983, all "riffed" teachers who had been rehired had regained their permanent status.

TABLE 10

1979-1983 DISTRIBUTION OF TEACHER APPOINTMENTS BY DISCIPLINE

DISCIPLINE	1979	1980	1981	1982	1983	TOTAL
Adult Basic Education		*	2	1	*	3
Americanization		*	7	2	*	9
Art		8	3	4	6	21
Bilingual Instruction		4	6	4	2	16
Classroom Instruction	146					146
Elementary 1-6		134	167	44	52	397
English		23	25	16	19	83
Foreign Languages		8	11	16	17	52
Health & Physical Education		24	24	8	7	63
Kindergarten		16	22	12	9	59
Language Arts		*	*	1	1	2
Mathematics		48	59	30	33	170
Music Instrumental		*	2	13	12	27
Music Vocal		3	11	9	16	39
Pre-Kindergarten		10	8	*	2	20
Preschool		2	6	2	2	12
Reading		41	38	4	5	88
Science		22	14	29	30	95
Small Group Instruction	2	39	41	66	60	208
Social Studies		23	17	11	7	58
Teacher - Life Skills					1	1
Teachers Unprogrammed	*	*	1	2	*	3
Transition Program		1	3	*	*	4
Vocational Instruction	1	30	40	18	20	109
FINAL TOTALS	149	436	507	292	301	1,685

*None reported.

TABLE 11

1979-1983 DISTRIBUTION OF TEACHER APPOINTMENTS BY CODE

CODE	1979	1980	1981	1982	1983	TOTAL
101 Permanent	0 (0%)	84 (19%)	175 (35%)	28 (10%)	19 (6%)	306 (18%)
102 Probationary	12 (8%)	22 (5%)	17 (3%)	28 (10%)	28 (9%)	107 (6%)
103 Probationary/ Provisional	15 (10%)	27 (6%)	31 (6%)	31 (10%)	28 (9%)	132 (8%)
108 Temporary	122 (82%)	303 (70%)	283 (56%)	205 (70%)	226 (75%)	1,139 (68%)
151 Restorative	0 (0%)	0 (0%)	1 (.2%)	0 (0%)	0 (0%)	1 (0%)
TOTALS	149 (100%)	436 (100%)	507 (100%)	292 (100%)	301 (100%)	1,685 (100%)

APPOINTMENT CODES:

101 Permanent

Teachers entering the system with permanent status or teachers re-entering the system as a result of having been terminated under a reduction-in-force (RIF).

102 Probationary

Teachers entering the system who have met all certification requirements serving a requisite two-year probationary period.

103 Probationary/Provisional

Teachers entering the system serving a two-year probation period with all appropriate college credits, with the exception of up to a 9 credit deficiency. If after the two-year probation the deficient credits have not been removed, the person's status reverts to temporary.

108 Temporary

Teachers hired with an appointment period not to exceed beyond June 30 of the appointment year (NTEB Date). Temporary appointments may be renewed.

151 Restorative

Teachers formerly separated from DCPS whose status is restored as a result of either a corrective action by the agency or after a formal appeal.

Table 12 shows the distribution of appointments by teaching areas for 1983. Teaching areas with above average proportions of temporary teachers are Foreign Language, Music, Small Group Instruction (Special Education), Science, Mathematics, Art, and Bilingual Instruction. Temporary teachers comprise from 7 to 14 percent of the total teaching force in each of these areas. Science, Mathematics, and Special Education also show higher than average proportions of probationary-provisional appointments, the category used for hiring new teachers who have up to nine course credits to complete before they can be fully certified.

Table 13 shows teacher appointments by experience level of new appointees. Permanent appointments are spread across experience categories, while other types of appointments tend to be teachers with fewer than five years of experience. The temporary appointees with five or more years of prior teaching experience are concentrated in Mathematics, Elementary Education, and Vocational Instruction.

SEPARATIONS

Interpretation of data on separations from DCPS is difficult for two reasons. First, the largest single category of separations--"general termination"--includes those temporary employees on one-year contracts, many of whom are rehired in the subsequent school year. Second, many of the teachers separated due to reductions-in-force in 1980 have also been rehired by the school system. Consequently, these separation categories overlap with appointments to an unknown degree. It should also be noted that data for the 1983-84 school year are incomplete, because they include only those separations that occurred between September 1, 1983 and November 1, 1983.

TABLE 12

1983 APPOINTMENTS BY DISCIPLINE AND APPOINTMENT CODE

DISCIPLINE	101	102	103	108	TOTAL APPOINTMENTS	TOTAL TEACHING FORCE
Art				6	6	99
Bilingual Instruction				2	2	31
Elementary 1-6				52	52	1,504
English	2	2		15	19	333
Foreign Languages	2		1	14	17	98
Health & Physical Education	2			5	7	250
Kindergarten	3			6	9	235
Language Arts				1	1	19
Mathematics		2	4	27	33	369
Music Instrumental	1	6		5	12	46
Music Vocal	2	3	2	9	16	112
Pre-Kindergarten	1			1	2	130
Preschool				2	2	36
Reading	1			4	5	191
Science		5	5	20	30	275
Small Group Instruction	1	9	13	37	60	483
Social Studies	1		1	5	7	218
Teachers - Life Skills				1	1	11
Vocational Instruction	3	1	2	14	20	397
FINAL TOTALS	19	28	28	226	301	(4,904)*

*Total teaching force column does not sum to 4,904 because categories without 1983 appointments are omitted from the Table.

TABLE 13

DISTRIBUTION OF TEACHER APPOINTMENTS
BY CODE AND EXPERIENCE LEVEL

YEAR	CODE	UNDER 5 YEARS	5-9 YEARS	10-14 YEARS	15+ YEARS	INDETERMINABLE	TOTAL
1979	101	*	*	*	*	*	*
	102	11	1	*	*	*	12
	103	9	3	3	*	*	15
	108	107	13	*	*	2	122
	151	*	*	*	*	*	*
Year Total		127	17	3	*	*	149
1980	101	6	34	39	5	*	84
	102	17	5	*	*	*	22
	103	15	9	3	*	*	27
	108	195	105	1	*	2	303
	151	*	*	*	*	*	*
Year Total		233	153	43	8	2	436
1981	101	11	51	76	35	2	175
	102	8	8	1	*	*	17
	103	14	6	11	*	*	31
	108	116	164	2	*	1	283
	151	*	*	*	1	*	1
Year Total		149	229	90	36	3	507
1982	101	2	8	10	4	4	28
	102	22	5	1	*	*	28
	103	20	8	3	*	*	31
	108	113	89	1	*	2	205
	151	*	*	*	*	*	*
Year Total		157	110	15	4	6	292
1983	101	*	6	5	6	2	19
	102	22	2	4	*	*	28
	103	15	7	6	*	*	28
	108	122	98	2	4	*	226
	151	*	*	*	*	*	*
Year Total		159	113	17	10	2	301

*None reported.

Between 1979 and 1983, a total of 2,537 teachers "left" DCPS. Of these separations, almost half (47%) were general terminations; 22 percent were retirements; 17 percent were the result of reductions-in-force; 13 percent were resignations; and 0.2 percent were terminations due to unsatisfactory job performance. (See Table 14.) Excluding general terminations and reductions-in-force, separations (due to resignation, retirement, or death) have averaged about 4 percent of the teaching force annually over the past five years.

Further analysis of the data reveals that, while general terminations and reductions-in-force have been concentrated among teachers at lower degree levels (i.e., less than a Master's degree), resignations and retirements are increasingly concentrated among those at higher degree levels (Table 15). The proportion of resignations and retirements attributable to teachers with a MA+30 or Ph.D. degree has increased from 16 percent in 1979 to 27.5 percent in 1983. This trend is especially marked in the resignation category.

Table 16 shows separations by experience level. Not surprisingly, general terminations and reductions-in-force have been concentrated at lower experience levels (less than 10 years), while retirements have been concentrated in the higher experience categories. Resignations are most prevalent among teachers with fewer than 15 years of experience.

Table 17 shows separations by teaching area. Over the past five years, the largest number of separations (29%) were in Elementary Education, followed by Mathematics (10%), Special Education (9%), and Vocational Instruction (8%). As a proportion of the teaching force in each discipline, separations have been higher than average in the following areas: Mathematics, Reading, Bilingual Instruction, Foreign Language, Art, Music, and Special Education.

TABLE 14

SUMMARY

1979-1983 DISTRIBUTION OF TEACHER SEPARATION BY REASON

REASON	1979	1980	1981	1982	1983	TOTAL
Death	6	3	9	7	1	26
General Termination	251	412	353	135	44	1,195
Resignation	110	91	63	39	22	325
Retirement (Age)	70	93	39	45	23	270
Mandatory Retirement	1	0	0	0	0	1
Miscellaneous Retirement	0	92	28	0	0	120
Disability Retirement	40	43	28	31	17	159
Reduction-in-Force	1	358	42	34	1	436
Unsatisfactory Performance	0	3	2	0	0	5
TOTALS	479	1,095	564	291	108	2,537

DEFINITIONS:

General Termination: Separation category assigned to temporary appointees at the end of their appointment. Such persons are often rehired at the beginning of the next school year.

Resignation: Voluntary separation relinquishing one's position.

Retirement (Age): Teachers retiring at:

1. age 55 with 30 years of service; or
2. age 60 with 20 years of service; or
3. age 62 with 5 or more years of service.

Mandatory Retirement: Compulsory retirement at age 70.

Miscellaneous Retirement: Optional or discontinued service retirement with the possibility of no age requirement.

Disability Retirement: Separation of persons totally disabled for service in either the position occupied or for any vacant position within DCPS at the same grade or pay level.

Reduction-in-Force (RIF): Involuntary separation due to either budgetary reasons, curtailment of work, reorganization of functions, or other compelling reasons.

TABLE 15

1979-1983 DISTRIBUTION OF TEACHER SEPARATOINS
BY REASON AND EDUCATION LEVEL

YEAR	REASON	BA	BA+15	MA	MA+30	MA+60/ Ph.D	NOT RECORDED	TOTAL
1983	General Termination	17	17	2	2	2	4	44
	Resignation	6	1	7	7	0	1	22
	Retirement (Age)	5	2	11	3	2		23
	Disability Retirement	5	1	7	2	2		17
	RIF	1	0	0	0	0		1
	Death	1	0	0	0	0		1
Year Total		35	21	27	14	6	5	108
1982	General Termination	57	17	48	7	6		135
	Resignation	11	3	18	4	3		39
	Retirement (Age)	7	7	20	7	4		45
	Disability Retirement	7	3	11	5	5		31
	RIF	16	5	8	3	2		34
	Death	2	1	1	1	2		7
Year Total		100	36	106	27	22		291
1981	General Termination	182	42	106	16	7		353
	Resignation	20	7	30	5	1		63
	Retirement (Age)	6	7	14	9	3		39
	Miscellaneous Ret.	8	3	11	3	3		28
	Disability Retirement	8	5	8	4	3		28
	RIF	18	6	15	2	1		42
	Unsatisfactory Perf.	2	0	0	0	0		2
	Death	1	0	1	4	3		9
Year Total		245	70	185	43	21		564
1980	General Termination	256	38	104	11	3		412
	Resignation	36	7	36	7	5		91
	Retirement (Age)	15	13	37	15	13		93
	Miscellaneous Ret.	16	4	50	16	6		92
	Disability Retirement	7	9	20	6	1		43
	RIF	137	56	143	17	5		358
	Unsatisfactory Perf.	1	1	1	0	0		3
	Death	0	0	2	1	0		3
Year Total		468	128	393	73	33		1,095
1979	General Termination	161	17	62	7	4		251
	Resignation	42	9	46	10	3		110
	Retirement (Age)	21	7	29	8	6		71
	Disability Retirement	6	6	19	6	3		40
	RIF	1	0	0	0	0		1
	Death	2	0	1	2	1		6
Year Total		233	39	157	33	17		479

TABLE 16

1979-1983 DISTRIBUTION OF TEACHER SEPARATIONS BY REASON AND EXPERIENCE LEVEL

Year	Reason	Under 5 Years	5 to 9 Years	10 to 14 Years	15+ Years	None Recorded	Total
1983	Death	*	*	1	*		1
	General Termination	15	20	6	2	1	44
	Resignation	4	8	7	3	*	22
	Retirement (Age)	2	5	1	14	1	23
	Disability Retirement	*	1	4	9	*	17
	RIF	*	1	*	*	*	1
Year Total		21	38	19	28	2	108
1982	Death			4	3		7
	General Termination	60	61	9	1	4	135
	Resignation	7	13	11	7	1	39
	Retirement (Age)	1	9	2	32	1	45
	Disability Retirement	*	9	6	16	*	31
	RIF	1	31	2	*	*	34
Year Total		69	123	34	59	6	291
1981	Death	*	1	3	5	*	9
	General Termination	140	169	30	9	5	353
	Resignation	7	28	21	6	1	63
	Retirement (Age)	*	8	6	25	*	39
	Miscellaneous Retirement	1	6	2	18	1	28
	Disability Retirement	*	4	6	18	*	28
	RIF	5	22	9	6	*	42
	Unsatisfactory Performance	*	*	1	1	*	2
Year Total		153	238	78	88	7	564
1980	Death	*	*	*	3	*	3
	General Termination	285	102	17	6	2	412
	Resignation	24	31	26	10	*	91
	Retirement (Age)	3	5	8	77	*	93
	Miscellaneous Retirement	2	2	8	80	*	92
	Disability Retirement	*	5	9	29	*	43
	RIF	33	163	145	17	*	358
	Unsatisfactory Performance	*	1	1	1	*	3
Year Total		347	309	214	223	2	1,095
1979	Death	1	1	2	2	*	6
	General Termination	172	55	17	7	*	251
	Resignation	38	32	31	9	*	110
	Retirement (Age)	2	6	7	55	*	70
	Mandatory Retirement	*	*	*	1	*	1
	Disability Retirement	1	6	12	21	*	40
	RIF	1	*	*	*	*	1
Year Total		215	100	69	95	*	479

*Not applicable.

TABLE 17

1979-1983 DISTRIBUTION OF TEACHER SEPARATIONS BY DISCIPLINE

Discipline	1979	1980	1981	1982	1983	TOTAL
Americanization	1 (10.0%)	6 (46.2%)	1 (12.5%)	3 (27.3%)	0 (0.0%)	11
Art	7 (6.4%)	141 (11.4%)	17 (16.0%)	5 (5.0%)	5 (5.1%)	48
Bilingual Instr.	2 (10.0%)	4 (14.8%)	6 (21.4%)	6 (19.4%)	0 (0.0%)	18
Classroom Instr.	103 (**)	* (*)	* (*)	* (*)	* (*)	103
Elementary 1-6	63 (8.1%)	374 (19.7%)	186 (12.3%)	83 (5.4%)	16 (1.1%)	722
English	30 (8.0%)	59 (14.7%)	32 (9.3%)	7 (2.1%)	5 (1.5%)	133
Foreign Languages	9 (9.4%)	20 (18.0%)	5 (5.7%)	8 (9.2%)	5 (5.1%)	47
Health & Phys. Ed.	15 (5.3%)	53 (16.8%)	16 (6.2%)	9 (3.6%)	6 (2.4%)	99
Kindergarten	7 (2.7%)	51 (18.7%)	40 (19.0%)	11 (4.7%)	7 (3.0%)	116
Language Arts	1 (5.9%)	4 (19.0%)	2 (12.5%)	2 (11.1%)	0 (0.0%)	9
Mathematics	34 (8.7%)	93 (21.1%)	66 (16.8%)	38 (9.6%)	19 (5.1%)	250
Music Instrumental	2 (5.7%)	11 (23.9%)	2 (6.3%)	1 (2.9%)	4 (8.7%)	20
Music Vocal	9 (7.5%)	17 (13.4%)	7 (6.5%)	9 (8.0%)	5 (4.5%)	47
Pre-Kindergarten	1 (1.7%)	27 (21.1%)	9 (9.2%)	3 (2.8%)	0 (0.0%)	40
Preschool	6 (10.3%)	18 (27.7%)	6 (9.7%)	1 (1.6%)	0 (0.0%)	31
Reading	60 (32.6%)	55 (22.8%)	27 (12.2%)	9 (3.9%)	3 (1.6%)	154
Science	29 (9.9%)	47 (14.9%)	31 (11.3%)	11 (4.0%)	9 (3.3%)	127
Small Group Instr.	35 (8.5%)	83 (17.5%)	50 (12.0%)	41 (9.1%)	15 (3.1%)	224
Social Studies	24 (8.9%)	46 (16.1%)	13 (5.7%)	10 (4.3%)	3 (1.4%)	96
Teacher-Life Skills	* (*)	* (*)	* (*)	* (*)	1 (9.1%)	1
Teacher Unprogram.	1 (25.0%)	1 (*)	1 (*)	8 (53.3%)	0 (0.0%)	11
Transition Program	* (*)	10 (22.2%)	4 (9.5%)	3 (8.3%)	1 (2.0%)	18
Vocational Instr.	40 (7.6%)	102 (18.5%)	43 (9.9%)	23 (5.8%)	4 (1.0%)	212
TOTALS	479 (8.8%)	1,095 (18.5%)	564 (11.6%)	291 (5.9%)	108 (2.3%)	2,537

Percentages represent separations as a proportion of total teachers in the discipline in that year.

*None reported.

**Combined with Elementary 1-6 for the purpose of computing an annual percentage.

PERFORMANCE RATINGS

Accurate computerized data on performance of teachers are not available for years prior to 1983. Table 18 presents the distribution of performance ratings for 1983 among current DCPS teachers. Of those teachers for whom ratings were recorded, 99.8 percent received a rating of "satisfactory" or better; more than two-thirds (71.8%) received ratings of "outstanding" or "very good." Only nine teachers (0.2%) received "conditional" ratings, and one received an "unsatisfactory."

As Table 19 shows, there are marked differences among performance rating distributions by region. Region B has the highest proportion of "outstanding" ratings (32.7%), more than double the proportion in Region D (15.6%). Similarly, Region D has the highest proportion of "satisfactory" ratings (43.7%), more than double the proportion in any other region. (The other regions range from 12.4 percent "satisfactory" ratings in Region B to 21 percent in Region A.) All of the regions have very small proportions of less than satisfactory ratings (0.1 to 0.3%).

EDUCATIONAL LEAVE

Funds are available for educational leave with partial pay in accordance with Directive Number 651.10a (March 28, 1983). This directive stipulates that after six (6) continuous years of service, an extended leave of absence with one-half (½) pay may be granted to a teacher to pursue full-time graduate study in an approved course of study. A written plan must be submitted and approved. An approved course of study is defined as one which specifically relates to current DCPS goals and objectives. For the 1983-84 school year, Mathematics, the Sciences, and Computer Technology are the designated priority areas. Educational leave may be granted for either one or two

TABLE 18

1983 DISTRIBUTION OF TEACHER PERFORMANCE RATINGS

RATING	NUMBER	PERCENT	ADJUSTED PERCENT*
Outstanding	1,126	23.0	25.4
Very Good	2,057	41.9	46.4
Satisfactory	1,236	25.2	27.9
Conditional	9	0.2	0.2
Unsatisfactory	1	0.0	0.0
Effective	1	0.0	--
No Rating Recorded	412	9.6	--
TOTAL	4,904	99.9	99.9

*Adjusted percentages reflect proportions of teachers with recorded ratings in each ratings category.

TABLE 19

1983 DISTRIBUTION OF TEACHER PERFORMANCE RATINGS
BY REGION

	REGION A	REGION B	REGION C	REGION D	REGION O
Outstanding	308 (23.6%)	258 (32.7%)	285 (26.1%)	211 (15.6%)	64 (17.7%)
Very Good	618 (47.3%)	352 (44.7%)	489 (44.8%)	442 (32.6%)	157**(43.4%)
Satisfactory	274 (21.0%)	98 (12.4%)	200 (18.3%)	592*(43.7%)	73 (20.2%)
Conditional	4 (0.3%)	1 (0.1%)	0 (0.0%)	3 (0.2%)	1 (0.3%)
Unsatisfactory	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)
No Rating Recorded	102 (7.8%)	79 (10.0%)	117 (10.7%)	108 (8.0%)	67 (18.5%)
TOTALS	1,306 (100.0%)	788 (100.0%)	1,092 (100.0%)	1,356 (100.0%)	362 (100.0%)

*Includes one teacher rated "effective."
**Includes one teacher rated "excellent."

semesters or for one year, and may be extended for one additional year with the approval of the Superintendent or her designee.

Educational leave without pay may be granted to teachers who have submitted a written plan of the educational course/work to be undertaken, subject to the approval of the Superintendent.

Table 20 presents a summary of DCPS teachers' use of educational leave between 1979 and 1983. Over the past five years, 117 teachers have taken educational leave; only 43 of these have taken leave with pay. In general, there has been a sharp decline in the use of educational leave both with and without pay since 1979. Tables 21-24 present the distribution of educational leave by discipline. Over the period studied, the greatest number of leaves have been granted to teachers in Small Group Instruction (Special Education), Elementary Education, English, and Math. The greatest proportions have been in Preschool and Bilingual Education. The smallest proportions have been in Vocational Instruction and Science. For the current school year, educational leave without pay has been awarded to teachers in Art, Elementary 1-6, Mathematics, Preschool, and Small Group Instruction.

DIFFERENTIATED STAFFING

DCPS has two main categories of teachers who perform somewhat different functions from regular classroom teachers. Resource teachers provide instructional services in reading and mathematics to small groups of students at the elementary level and, upon occasion, provide instructional support to other teachers in these curriculum areas as well. Transition teachers perform similar functions at the junior high school level. Currently, there are 121 resource teachers and 51 transition program teachers in the school system. Together these positions comprise 4 percent of the teaching force, up from about 2.5 percent in 1980.

TABLE 20

SUMMARY

1979-1983 TEACHER USE OF EDUCATIONAL LEAVE
COMPARED TO TOTAL TEACHER POPULATION

YEAR	TOTAL POPULATION	LEAVE WITH PAY	LEAVE WITHOUT PAY
1979	5,473	22	28
1980	5,910	11	19
1981	4,881	0	7
1982	4,953	0	13
1983	4,904	10	7

TABLE 21

1979-1983 DISTRIBUTION OF TEACHER LEAVE
WITH PAY BY DISCIPLINE

DISCIPLINE	1979	1980	1981	1982	1983	TOTAL
Art	2	2	0	0	0	4
Adult Basic Education	0	0	0	0	0	0
Americanization	0	0	0	0	0	0
Bilingual Education	0	0	0	0	1	1
Curriculum Development	0	0	0	0	0	0
Elementary 1-6	3	3	0	0	0	6
English	0	1	0	0	1	2
Foreign Languages	3	0	0	0	0	3
Health, Phys. Ed. & Safety	2	0	0	0	1	3
Kindergarten	0	1	0	0	0	1
Language Arts	0	0	0	0	0	0
Mathematics	5	0	0	0	1	6
Music Instruction	0	0	0	0	0	0
Music Vocal	0	0	0	0	0	0
Pre-Kindergarten	1	0	0	0	1	2
Preschool	1	1	0	0	0	2
Reading	0	0	0	0	0	0
Science	1	1	0	0	2	4
Small Group Instruction	2	2	0	0	2	6
Social Studies	2	0	0	0	1	3
Life Skills	0	0	0	0	0	0
Unprogrammed	0	0	0	0	0	0
Transition Program	0	0	0	0	0	0
Vocational Instruction	0	0	0	0	0	0
TOTALS	22	11	0	0	10	43

TABLE 22

1979-1983 DISTRIBUTION OF TEACHER LEAVE
WITHOUT PAY BY DISCIPLINE

DISCIPLINE	1979	1980	1981	1982	1983	TOTAL
Art	1	1	0	0	1	3
Adult Basic Education	0	0	0	0	0	0
Americanization	0	0	0	0	0	0
Bilingual Instruction	0	1	1	0	0	2
Curriculum Development	0	0	0	0	0	0
Elementary 1-6	4	3	1	1	2	11
English	6	4	0	1	0	11
Foreign Languages	1	1	1	1	0	4
Health, Phys. Ed. & Safety	1	2	3	0	0	6
Kindergarten	1	0	0	1	0	2
Language Arts	0	0	0	0	0	0
Mathematics	0	3	1	1	1	6
Music Instruction	0	0	0	0	0	0
Music Vocal	0	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0	0
Preschool	0	0	0	1	1	2
Reading	0	0	0	0	0	0
Science	1	1	0	0	0	2
Small Group Instruction	6	1	0	5	2	14
Social Studies	6	0	0	0	0	6
Life Skills	0	0	0	0	0	0
Unprogrammed	0	0	0	0	0	0
Transition Program	0	0	0	0	0	0
Vocal Instruction	1	2	0	2	0	5
TOTALS	28	19	7	13	7	74

As Tables 23 and 24 show, resource teachers and transition teachers tend to be highly educated and highly experienced. As compared to the overall teaching force, these teachers tend to have proportionately more advanced degrees. In 1983, 41 percent of transition teachers had a MA+30 or Ph.D. degree, as did 31 percent of resource teachers. In the overall teaching force, the proportion was 20 percent. More than 95 percent of resource and transition teachers have at least 10 years of teaching experience. A large majority--80% of resource teachers and 61% of transition teachers--have 15 or more years of experience, as compared to 52% of the overall teaching force.

TABLE 23

1980-1983 DIFFERENTIATED STAFF BY EDUCATION LEVEL

YEAR	POSITION	BA	BA+	MA	MA+	Ph.D	TOTAL
1980	Resource Program	14	15	51	17	7	104
	Transition Program	14	4	18	9	0	45
	Total	28	19	69	23	7	149
1981	Resource Program	15	16	55	20	6	112
	Transition Program	5	5	19	10	3	42
	Total	20	21	74	30	9	154
1982	Resource Program	19	14	55	29	8	125
	Transition Program	5	2	14	11	4	36
	Total	24	16	69	40	12	161
1983	Resource Program	17	13	54	29	8	121
	Transition Program	7	4	19	14	7	51
	Total	24	17	73	43	15	172

TABLE 24

1980-1983 DIFFERENTIATED STAFF BY EXPERIENCE LEVEL

YEAR	POSITION	UNDER 5 YEARS	5 TO 9 YEARS	10 TO 14 YEARS	15+ YEARS	TOTAL
1980	Resource Program	1	11	33	59	104
	Transition Program	4	14	14	13	45
	Total	5	25	47	72	149
1981	Resource Program	1	26	36	50	123
	Transition Program	0	7	14	20	41
	Total	1	33	50	70	154
1982	Resource Program	3	49	35	38	125
	Transition Program	0	14	12	10	36
	Total	3	63	47	48	161
1983	Resource Program	1	3	20	97	121
	Transition Program	0	2	18	31	51
	Total	1	5	38	128	172

A COMPARATIVE ANALYSIS OF SALARIES AND FINANCIAL INCENTIVES FOR TEACHERS IN THE D.C. PUBLIC SCHOOLS

prepared by

Kathryn B. Foster and Kay T. Payne

The purpose of this study is to assess the financial incentives for attracting and retaining high quality teachers in the District of Columbia Public School System (DCPS) as compared to the remainder of the local labor market for teachers. Comparative data about salaries in other urban districts are also used to evaluate the adequacy of salaries given the special conditions that affect teacher supply and demand in urban systems and those with large proportions of pupils with special educational needs.

This study examines the starting salaries and salary steps (including increments for professional development), fringe benefits, promotion opportunities (such as differentiated staffing programs), and financial incentive plans operating in the District of Columbia Public School System as compared to those in surrounding school districts. As part of the local labor market comparison, the study examines trends in teaching force characteristics (e.g., experience and education levels) in DCPS relative to surrounding metropolitan school districts in order to understand why average salary levels may differ, and what differences may exist in the types of teachers attracted to different school districts. Finally, the study compares opportunities for professional advancement and for additional pay in DCPS as compared to other districts in the metropolitan area.

Comparison of Salary Schedules

In a recent study conducted by the U.S. Department of Education, it was reported, using figures from 1982, that the District of Columbia Public School System ranked second in the nation compared with the 50 states in average teacher salaries. Data presented in the present report confirm this high rank and rate DCPS first in average teacher salaries among similar urban school systems in the nation. On the basis of these reports, the naive observer might erroneously conclude that all DCPS teachers are highly paid.

Indeed, the average salary level for DCPS teachers for academic year 1983-84 is $30,147, according to DCPS sources. However, in comparing this figure to other local school systems and adjusting it according to relevant characteristics of the teacher forces, the reported salary figure becomes less striking and quite comprehensible.

In general, the figure reported for average teacher salaries depends upon a) size of the teacher force, b) experience level of the teacher force, and finally, c) education level of the teacher force. An adjustment of the average teacher salary is necessary because teachers are paid in accordance with their degree level and years of experience within the system. In addition, all <u>average</u> salaries are relative to the size of the teacher force. Not only must these influences be considered separately, but the impact of these factors upon the interpretation of the average teacher salary must be looked at concurrently. In the following pages, charts will be presented and interpreted for the reader in order to enable an accurate comparison of the salary schedules of DCPS with those of other national and local school systems.

Table A provides the average, minimum and maximum salaries for 16 urban school systems which are similar in student body characteristics to DCPS. In academic year 1982-83, DCPS had an average teacher salary of $27,913, which was $1,000 more than the average teacher salary of the next highest ranked system, San Francisco. In addition, the minimum salary for teachers in DCPS, $15,895, was $868 greater than the minimum teacher salary of Detroit, the second highest ranked system in terms of minimum teacher salaries. However, in terms of maximum salaries, the $30,024 reported for DCPS ranked third among the 16 systems, less than $921 behind first ranked Philadelphia, and $305 less than second ranked Dallas. These figures suggest that the amount of salary increase provided by DCPS is perhaps not as great as in similar school system.

Table B presents the beginning, step 10 and maximum salaries by degree levels for eight local school systems including Howard County, Montgomery County, Prince George's County, District of Columbia, Falls Church, Alexandria, Arlington and Fairfax Counties. As evidenced by Table B, the starting salary for teachers in DCPS in 1983-84 is $17,167 for the Bachelor's degree and $18,886 for the Master's degree. In comparison to other metropolitan area school districts, DCPS ranks first in starting salaries for both Bachelor's and Master's level teachers. DCPS pays $855 per year more for Bachelor's level teachers than Alexandria, the next highest ranked school system, and $128 more for teachers starting with the Master's degree.

Inasmuch as the step 10 salary increase corresponds to the tenth year of service, it should be noted that Bachelor's level teachers at step 10 within DCPS are paid $24,031, and Master's level teachers at step 10 are paid $27,487. Therefore, after 10 years of service, a Bachelor's level teacher within DCPS may increase his/her salary by $6,864, while a Master's

TABLE A

AVERAGE MINIMUM AND MAXIMUM TEACHER SALARIES IN LARGE URBAN SCHOOL SYSTEMS 1982-83

System	Average Salary	Minimum Salary	Maximum Salary	Student Population
D.C.	$27,913	$15,895	$30,024	90,700
San Francisco	$26,900	$11,150	$29,566	550,177
Philadelphia	$26,900	$11,635	$32,945	194,628
Detroit	$26,400	$15,027	$30,000	199,000
New York	$25,000	$11,821	$25,822	927,586[1]
Chicago	$24,8090	$13,770	$29,268	429,000[1]
Los Angeles	$24,400	$11,150	$29,566	550,177[1]
Milwaukee	$24,200	$13,700	$29,200	81,867
Dade Co., FL	$22,600	$14,229	$29,595	222,058
Dallas	$22,100	$15,023	$32,329	127,965
Nashville	$21,400	$13,185	$26,370	65,654
Cleveland	$20,000	$12,471	$27,928	78,038
Columbus	$19,300	$10,347	$29,343	69,700
Atlanta	$19,200	$13,728	$28,044	68,300
Albuquerque	$19,200	$13,370	$25,165	71,812
Memphis	$16,900	$13,270	$25,310	99,300

[1]Figures reported for school year 1981-82

Source: Scheduled Salaries for Professional Personnel in Public Schools, 1982-83, from the Council for the Great City Schools.

TABLE B

CLASSROOM TEACHER SCHEDULE 1983 - 84

Step 1, Step 10, and Maximum Step for Each Degree Level

System	Step	BA	BA+15	BA+30	MA	MA+30	MA+60	Ph.D.
Howard	1	$14,415		$15,385	$15,985	$16,665		$17,400
	10	$22,092		$23,115	$23,745	$24,452		$25,239
	Max	$22,092[a]		$27,080[c]	$27,710[c]	$28,415[c]		$29,204[c]
Montgomery	1	$14,820			$16,598	$17,782		
	10	$22,821			$25,934	$27,119		
	Max	$22,821[a]			$30,685[c]	$31,892[c]		
Prince Georges	1	$14,008		$15,689	$16,810	$18,210	$18,911	
	10	$19,191[b]		$23,393	$24,514	$25,915	$26,615	$400 above
	Max			$27,316[f]	$28,436[f]	$29,837	$30,537[f]	MA+60
D.C.	1	$17,167	$18,023	$18,886		$19,749	$20,613	
	10	$24,031	$24,890	$27,487	same as	$28,349	$29,215	same as
	Max	$26,624[d]	$27,480[d]	$30,702[d]	BA+30	$31,565[d]	$32,426[d]	MA+60
Falls Church	1	$14,375		$15,956	$16,819	$18,544		
	10	$19,406[b]		$26,306	$27,025	$28,606		same as
	Max			$29,181[e]	$31,050[e]	$32,631[e]		MA+30
Alexandria	1	$16,312	$17,127		$18,758	$20,716		$21,694
	10	$23,978	$24,631		$26,262	$28,056		$29,035
	Max	$23,978[a]	$28,546[g]		$31,645[h]	$34,355[i]		$36,538[f]
Arlington	1	$15,495	$16,213		$17,687	$19,184		$20,667
	10	$23,728	$24,385		$25,899	$27,504		$28,991
	Max	$23,728[a]	$29,413[c]		$30,951[c]	$32,473[c]		$34,001[c]
Fairfax	1	$15,357	$15,357	$15,357	$16,006	$16,006		$16,006
	10	$24,556	$25,240	$25,920	$26,737	$27,556		$28,372
	Max	$26,191	$27,689	$30,007	$32,315	$33,633		$34,946

[a] maximum is step 10
[b] maximum is step 7
[c] maximum is step 15
[d] maximum is step 13
[e] maximum is step 14
[f] maximum is step 19
[g] maximum is step 16
[h] maximum is step 17
[i] maximum is step 18

level teacher may gain an increase of $8,601. It is important to note that DCPS ranks only sixth out of eight school systems in dollar increases given to Bachelor's level teachers at the step 10 level, and fourth in terms of increases for Master's level teachers at step 10.

In many of the surrounding districts, after a teacher has reached the final step level, pay increases are then awarded in terms of longevity steps. Table C presents the longevity steps for seven local school systems. According to this table, after 15 years within DCPS, a Bachelor's level teacher is eligible for an increase of $2,074, while a Master's level teacher is eligible for $2,787. Whereas four of the school systems offer longevity steps to Bachelor's level teachers, only DCPS and Howard County offer an increase after 15 years. DCPS has only one longevity step for both Bachelor's and Master's level teachers, as do Arlington and Fairfax. However, DCPS teachers with the Bachelor's degree reach their longevity step at the same time or earlier than the other school systems, and are rewarded with a substantially greater dollar increase. This statement is also consistent with the observed longevity increase for Master's level teachers.

Table D presents the experience levels for teachers in the eight surrounding school districts. In light of the previous analysis which focuses on step 10 increases, particular attention should be given to the percentage of teachers with more than 11 years of experience.

Table D reveals that the percent of teachers in DCPS with <u>at least</u> 11 years experience totals 77.6 percent of the teacher force. In other words, more than three-quarters of the teachers in DCPS have provided more than 10 years of service to the system, and are subsequently paid at the step 10 level or above. This is an important factor in explaining the high average

TABLE C

CLASSROOM TEACHER SALARY SCHEDULE 1983-84

Longevity Steps

System	BA	BA+15	BA+30	MA	MA+30	MA+60	Ph.D.
Howard	15 yrs-$791 20 yrs-$796 25 yrs-$791		18 yrs-$790 21 yrs-$794 25 yrs-$790	18 yrs-$750 21 yrs-$834 25 yrs-$789	18 yrs-$794 21 yrs-$793 25 yrs-$787		18 yrs-$790 21 yrs-$794 25 yrs-$790
Montgomery				L1 19 yrs cred. exp. 10 yrs w/MC-$741 L2 24 yrs cred. exp. 15 yrs w/MC-$741 L3 29 yrs cred. exp. 20 yrs w/MC-$741	Same as MA		
Prince Georges			20 yrs-$420 25 yrs-$560	29 yrs-$420 25 yrs-$561	20 yrs-$420 25 yrs-$561	20 yrs-$421 25 yrs-$560	
D.C.	15 yrs-$2074	15 yrs-$2935	15 yrs-$2787	15 yrs-$2787	15 yrs-$2804	15 yrs-$3065	15 yrs-$3065
Alexandria				20 yrs-$600	30 yrs-$800		
Arlington	21 yrs-$200 increments of 5 yrs	21 yrs-$200 increments of 5 yrs		21 yrs-$200 increments of 5 yrs	21 yrs-$200 increments of 5 yrs		21 yrs-$200 increments of 5 yrs
Fairfax	16 yrs & 4 yrs at top of salary lane-2.1%	same	same	same	same		same

TABLE D

CLASSROOM TEACHERS' YEARS OF EXPERIENCE 1983-84

System		Years Experience 0 - 5	6 - 10	11 - 15	16 or more	Total
Howard	#	260	459	422	432	1573
	%	16.5	29.2	26.8	27.4	
	cum. %	100	83.4	54.2	27.4	
Montgomery	#	1452	1664	1661	1449	6226
	%	23.3	26.7	26.7	23.3	
	cum. %	100	75.7	50.0	23.3	
Prince Georges	#	319	1215	1561	2648	5743
	%	5.5	21.1	27.2	46.1	
	cum. %	100	94.1	73.3	46.1	
D.C.	#	385	771	1555	2362	5073*
	%	7.6	15.0	31.0	46.6	
	cum. %	100	92.6	77.6	46.6	
Falls Church	#	14	18	49	0	81
	%	17.3	22.2	60.5	0.0	
	cum. %	100	74.5	60.5	0.0	
Alexandria	#	76	170	233	270	749
	%	10.1	22.7	31.1	36.0	
	cum. %	100	89.9	67.1	36.0	
Arlington	#	249	162	568	0	949
	%	25.4	16.5	58.0	0.0	
	cum. %	100.0	74.5	58.0	0.0	
Fairfax	#	1688	2171	1870	1433	7162
	%	23.6	30.3	26.1	20.0	
	cum. %	100	76.4	46.1	20.0	

*DCPS sources recently revised this figure to 4904 - this decrease will only slightly affect percentage listed.

salary levels of DCPS teachers. A primary reason for this level of experience is that the 1980 reductions in force occurred largely on the basis of seniority, resulting in a present teacher force which is highly experienced, i.e., most have more than 10 years of service, and highly paid, i.e., most are at step 10 or longevity step. As Table D indicates, DCPS represents the most experienced teacher force in the area, with almost half of its teachers (46.6 percent) having at least 16 years of experience.

In terms of the size of teacher forces, DCPS ranks fourth out of the eight local school systems. As evidenced by Table D, DCPS employs approximately 5000 teachers. DCPS is most similar in size of its teacher force to Prince George's County and Montgomery County. Overall, the school system which is most similar to DCPS is Prince George's County, which has a similar experience level of teachers as well as a similar status in terms of distribution of educational degrees.

Table E contains the number, percentage and cumulative percentage of teachers in the eight local school systems by degree levels. The cumulative percentage provides an indication of the number of teachers at that specific degree level and at the degree levels above. As Table E shows, 67.2 percent of the teachers within DCPS possess at least the Master's degree. Thus, more than one-half of the teacher force is paid at least $18,886, which is the starting salary for Master's level teachers. In terms of the percentage of teachers with at least the Master's degree, DCPS ranks third in the surrounding area, surpassed only by Falls Church and Montgomery County. In addition, Table E shows that 19.7 percent of teachers within DCPS possess at least 30 additional credits above the Master's degree. That is, approximately one-fifth of DCPS teachers are paid at least $19,749, which is the

TABLE E

CLASSROOM TEACHERS DEGREE DISTRIBUTION 1983-84

System		No Degree	BA	BA+15	BA+30	MA	MA+15	MA+30 or above
Howard	#		371		307	632		263
	%		23.6		19.5	40.2		16.8
	cum. %		100		76.4	57.2		16.8
Montgomery	#	5	695	45		3008		2473
	%	.1	11.2	.7		48.3		39.7
	cum. %	--	99.9	88.7		88.0		39.7
Prince Georges	#	11	559	6	1571	2834	87	675
	%	.2	9.7	.1	27.4	49.3	1.5	11.8
	cum. %	--	99.8	90.1	90.0	62.6	13.3	11.8
D.C.	#		1089	574		2411		999
	%		21.5	11.3		47.5		19.7
	cum. %		100	78.5		67.2		19.7
Falls Church	#		9	1	7	31		33
	%		11.1	1.2	8.6	38.2		41.0
	cum. %		100	89.0	87.8	79.2		41.0
Alexandria	#		102	105	104	206	107	124
	%		13.6	14.1	13.9	27.5	14.3	16.6
	cum. %		100	86.4	72.3	58.4	30.9	16.6
Arlington	#		108	313		382		176
	%		11.0	32.0		39.0		17.9
	cum. %		100	88.9		56.9		17.9
Fairfax	#	8	1557	1042	1105	2766		684
	%	.1	21.7	14.5	15.4	38.6		9.5
	cum. %	--	99.9	78.0	63.5	48.1		9.5

starting salary (see Table B) for teachers at the level of MA+30. Furthermore, 6.6 percent of DCPS teachers possess the Ph.D. degree and are paid at least $20,613 according to Table B*.

In order to accurately interpret the high average teacher salary for DCPS, it is necessary to look at size of teacher force, experience levels and degree levels simultaneously. Considering that slightly more than half of the DCPS teacher force possesses at least the Master's degree and almost half have at least 16 years of experience, it is reasonable to conclude that the average teacher within DCPS is paid within the maximum category of the Master's level column of Table A ($27,480) and receives an additional sum ($2,787) for longevity after 15 years. Thus, in general, the average teacher salary for DCPS teachers, based on the sum of these two figures, is $30,267 which is reasonably consistent with the previously reported figure of $30,147.

In summary, it may be stated that the reported average salary for DCPS is artificially inflated owing to the high experience and education levels of the teacher force. These factors bear greatly on the average salary, in that DCPS is less competitive on other factors, such as step increases. Although DCPS is quite competitive in terms of starting salaries for both BA and MA level teachers, DCPS ranks sixth in terms of the dollar increase from step 1 to step 10 for Bachelor's level teachers, and fourth for Master's level teachers. Thus, the high rank in terms of the dollar amount for the longevity increase after 15 years is less striking than it would first appear, and this amount has little influence upon the average teacher salary.

*For reasons of comparability, Table E does not display separate figures for categories above MA+30, since the districts record MA+60 and Ph.D. teachers differently. All of those teachers are included in the category labeled "MA+30 or above."

While it was observed that DCPS ranked near the top in the proportion of teachers who have at least the Master's degree, the figures show that DCPS does not rank among the top school systems in financial incentives to teachers to attain additional degrees. For example, DCPS ranks sixth of eight school systems in the surrounding area in terms of the dollar increases provided to Bachelor's level teachers to attain the Master's degree, and fifth of seven school systems for increases provided to Master's level teachers to attain additional credits or the Ph.D. degree. In actuality, the starting salary for Master's level teachers within DCPS is exactly the same as that for Bachelor's level teachers with 30 additional credits. Likewise, the starting salary for Ph.D. level teachers is the same as that for Master's level teachers with 60 additional credits. In other words, teachers are given smaller, less competitive financial rewards to attain additional academic credits, but no financial incentives to attain the next highest degree.

Non-Salary Benefits and Incentives

All of the local school systems offer a standard package of fringe benefits which includes health insurance, life insurance, retirement, etc. In addition, several school systems offer opportunities for teachers to gain extra financial rewards through non-salary benefits or incentive programs for added responsibility. Types of non-salary benefits and incentive programs are variable across school systems, as are the amounts of financial awards.

Table F presents the types of programs, stipends and number of teachers participating in financial incentive programs in the eight local school systems for 1983-84. All of the surrounding systems except DCPS, Falls Church and Fairfax offer additional stipends to teachers. However, both

TABLE F

FINANCIAL INCENTIVES 1983-84

System	Type of Incentive	Annual Stipend Pay per Teacher	# of Teachers	Extra-Duty Pay
Howard	Team Leader/ Department Head	$750 - No reduced teaching load	235 14.9%	Yes - athletic and academic
Montgomery	1. Resource Teacher/ Department Head	$1400 (4-9 teachers); $2000 (10-14 teachers); $2850 (15+ teachers) and reduced teaching load	294 5.1%	Yes - athletic and academic
	2. Area and Central Office Teacher Specialists	$1150 and minimum 30 working days for the summer	121 2.1%	
Prince Georges	Teacher Coordinators	$500 and reduced teaching load	80 6.8%	Yes - athletic and academic
D.C.	Math Incentives	Tuition is paid for teachers to take additional courses to become certified to teach in mathematics	35 .7%	Yes - athletic
Alexandria	1. Coordinator for Elementary Grades	$490 - No reduced teaching load	48 6.4%	Yes - athletic and academic
	2. Secondary Department Chair	$900 (1-6 teachers); $1105 (7-12 teachers); $1315 (13-18 teachers); $1520 (19-24 teachers); $1725 (25-30 teachers) and reduced teaching load	42 5.6%	
	3. Curriculum Specialists	Reduced teaching load and one month's work	7 .9%	
Arlington	Department Chair	$200 (1-2.9 teachers); $400 (3-4.9 teachers); $600 (9-12.9 teachers); $700 (13+ teachers) and no reduced teaching load	45 4.6%	Yes - athletic and academic
Fairfax	Math Incentives	Tuition is paid for teachers to take additional courses to become certified to teach in mathematics	22 3%	Yes - athletic and academic
Falls Church	None			Yes - athletic and academic

DCPS and Fairfax offer tuition for teachers to attend classes to become certified in mathematics. In DCPS, 35 teachers are presently participating in this program.

In general, most of the incentive programs offered to teachers in the area, excluding those of DCPS and Fairfax, provide stipends to teachers in exchange for additional administrative or instructional responsibility. The most frequent type of incentive and the incentive with the greatest participation by teachers is the opportunity to become Department Head or Chairperson. Four systems, including Howard County, Montgomery County, Alexandria and Arlington, offer this opportunity. Other types of incentives are Team Leader (Howard), Resource Teacher (Montgomery), Area and Central Office Teacher (Montgomery), Teacher Coordinator (Prince George's, Alexandria), and Curriculum Specialist (Alexandria).

These financial incentives involve from three to 15 percent of the teacher force in the districts that provide such opportunities, with stipends ranging from $200 to approximately $4000. In addition to the incentives described, all systems have extra pay for academic and/or athletic extracurricular responsibilities. Only one system, DCPS, does not offer extra duty pay for academic responsibilities, whereas all other systems offer extra duty pay for both.

Table G shows the local school systems which offer sabbaticals to teachers, together with the terms of the sabbatical leave and the number of teachers participating in these programs. Sabbaticals exist in all local school systems with the exception of Prince George's County and Arlington. Among the six systems which offer sabbaticals, the length of service required for eligibility ranges from four to seven years. Fairfax County teachers become eligible after four years. Falls Church and Howard County teachers

TABLE G

SABBATICALS 1983-84

System	Terms for one year leave for educational study	# Teachers
Howard	Teachers are eligible after 5 consecutive years of service. Pay is one-half salary and benefits. Teachers must return for one year or pay back the salary and benefits.	.5% - usually 8 to 10 teachers
Montgomery	Teachers are eligible after 7 years of service. Pay is one-half salary. Teachers must agree to return for two years of service. If a teacher agrees to return for three years, he/she receives 60% of the salary.	Not to exceed 1% of professional employees. Presently 21 teachers.
Prince Georges	None	
D.C.	Teachers are eligible after 6 consecutive years of service. Pay is one-half salary. Study must be in the area of mathematics, sciences or computer technology. The sabbatical may be extended for an additional year.	Presently 17 teachers
Alexandria	Teachers are eligible after 6 consecutive years of service. Pay is 75% of salary. Teachers must return for at least one year. (Program will be discontinued for school year 1984-85.)	Presently 1 teacher
Falls Church	Teachers are eligible after 5 consecutive years of service. Pay is one-half salary.	Presently 2 teachers

TABLE G (Continued)

System	Terms for one year leave for educational study	# Teachers
Fairfax	Teachers are eligible after 4 years of consecutive service. Pay is one-half salary for a course of study determined by the Board of Education as a shortage area. Teachers must return for three consecutive years or pay back the amount they receive.	Presently 20 teachers

become eligible after five years of service, while D.C. and Alexandria teachers become eligible after six years. Montgomery County teachers become eligible after the greatest length of service (seven years), but this system ranks first in the number of teachers participating in the sabbatical leave program (21).

The figures given for the number of participants are reported variously in terms of present participants or percentage of the teacher force or usual number of participants. Therefore, it is difficult to make an accurate comparison of sabbatical leave programs based on the number of teacher participants. However, according to the available data, there seems to be a consistently small proportion of teachers who take advantage of sabbatical leave in all the school systems. Among the systems with the largest teacher forces, that is, Fairfax, Montgomery and DCPS, teacher participation is represented by figures of 20, 21 and 17 respectively. Howard County reports an average figure of one-half of 1% (usually 8-10 teachers) participating, while Falls Church and Alexandria report figures of two and one teachers respectively.

The low participation figures for sabbatical leave programs may be related to the terms of the sabbatical. Salary for the sabbatical year in the six school systems ranges from one-half the regular salary to 75% of the teacher's salary. DCPS offers sabbaticals which provide one-half the teacher's salary, but only for teachers in mathematics, sciences or computer technology. Fairfax County also makes specifications for courses of study which are determined by identified areas of teacher shortage.

In general, non-salary benefits seems to be an area in which all local school systems are weak, especially DCPS. Specifically, DCPS provides no additional financial incentives to its teachers, and its sabbatical program

is restricted, as well as not fully utilized by teachers. If it is reasonable to assume that non-salary benefits promote teacher retention and contribute to teacher morale and self-improvement, this area is worthy of consideration as a factor in improving the overall quality of instruction.

Conclusion

This report suggests that, in comparison to other local systems, DCPS is not as competitive as it would seem in terms of financial rewards provided to its teacher force. While high starting salaries and standard benefits may serve initially to attract good teachers into the system, other salary increases and non-salary benefits or incentive programs would tend to retain good teachers. It is in these areas of salary increases that DCPS finds itself in the lower ranks of comparable school systems in the surrounding area.

Although statistics show that DCPS does indeed retain most of its teachers, i.e., most teachers have remained in the system for more than 16 years, the scope of the present study did not involve a comparison of teacher attrition trends, and there is no information in this report to indicate the quality of teachers who are retained versus those who have left the system. Without making a statement as to the quality or effectiveness of teachers who remain with the system, it would suffice to say that, logically, financial incentives and non-salary benefits would serve to promote retention of high quality teachers. Thus, DCPS could enhance the probability that high-quality teachers are hired and retained with the introduction of such incentives and benefits.

APPENDIX I

RANKS IN TERMS OF TEACHER POPULATION FOR LOCAL SCHOOL SYSTEMS

1	Fairfax	7162
2	Montgomery	6226
3	Prince Georges	5743
4	D.C.	5073
5	Howard	1573
6	Arlington	979
7	Alexandria	749
8	Falls Church	81

APPENDIX II

RANKS FOR STARTING SALARIES FOR LOCAL SCHOOL SYSTEMS

Bachelor's

1	D.C.	$17,167
2	Alexandria	$16,312
3	Arlington	$15,495
4	Fairfax	$15,357
5	Montgomery	$14,820
6	Howard	$14,415
7	Falls Church	$14,375
8	Falls Church	$14,008

Master's

1	D.C.	$18,886
2	Alexandria	$18,758
3	Arlington	$17,687
4	Falls Church	$16,819
5	Prince Georges	$16,810
6	Montgomery	$16,598
7	Fairfax	$16,006
8	Howard	$15,985

APPENDIX III

RANKS IN TERMS OF PERCENTAGES OF TEACHERS WITH AT LEAST A MASTER'S DEGREE

1	Montgomery	88.0
2	Falls Church	79.2
3	D.C.	67.2
4	Prince Georges	62.6
5	Alexandria	58.4
6	Howard	57.0
7	Arlington	56.9
8	Fairfax	48.1

APPENDIX IV

RANKS IN TERMS OF THE PERCENTAGE OF TEACHERS WITH AT LEAST 11-15 YEARS EXPERIENCE

1	D.C.	77.6
2	Prince Georges	73.3
3	Alexandria	67.1
4	Falls Church	60.5
5	Arlingon	58.0
6	Howard	54.2
7	Montgomery	50.0
8	Fairfax	46.1

APPENDIX V

RANKS IN TERMS OF THE PERCENTAGE OF TEACHERS WITH AT LEAST 16 YEARS EXPERIENCE

1	D.C.	46.6
2	Prince Georges	46.1
3	Alexandria	36.0
4	Howard	27.4
5	Montgomery	23.3
6	Fairfax	20.0
7	Falls Church	--
8	Arlington	--

APPENDIX VI

RANKS IN TERMS OF DOLLAR AMOUNTS FOR STEP 10 SALARIES

Bachelor's

1	Fairfax	$24,556
2	D.C.	$24,031
3	Alexandria	$23,978
4	Arlington	$23,728
5	Montgomery	$22,821
6	Howard	$22,092
7	Falls Church	$19,406
8	Prince Georges	$19,191

Master's

1	D.C.	$27,487
2	Falls Church	$27,025
3	Fairfax	$26,737
4	Alexandria	$26,262
5	Montgomery	$25,934
6	Arlington	$25,899
7	Prince Georges	$24,514
8	Howard	$23,745

APPENDIX VII

RANKS IN TERMS OF DOLLAR INCREASES

STEP 1 TO STEP 10

Bachelor's

1	Fairfax	$ 9,199
2	Arlington	$ 8,233
3	Montgomery	$ 8,001
4	Howard	$ 7,677
5	Alexandria	$ 7,666
6	D.C.	$ 6,864
7	Prince Georges	$ 5,183
8	Falls Church	$ 5,031

Master's

1	Fairfax	$10,731
2	Falls Church	$10,206
3	Montgomery	$ 9,336
4	D.C.	$ 8,601
5	Arlington	$ 8,212
6	Howard	$ 7,760
7	Prince Georges	$ 7,704
8	Alexandria	$ 7,504

APPENDIX VIII

RANKS IN TERMS OF STARTING SALARY INCREASES FOR ADDITIONAL CREDITS

Bachelor's to Master's

1	Prince Georges	$2,802	
2	Alexandria	$2,446	
3	Falls Church	$2,444	
4	Arlington	$2,192	
5	Montgomery	$1,778	
6	D.C.	$1,719	(BA+30)
7	Howard	$1,570	
8	Fairfax	$ 649	

Master's to Ph.D.

1	Arlington	$2,980	
2	Alexandria	$2,936	
3	Prince Georges	$2,501	
4	Falls Church	$1,735	
5	D.C.	$1,727	(MA+60)
6	Howard	$1,415	
7	Montgomery	$1,184	
8	Fairfax	--	

TEACHER INCENTIVES IN THE D.C. PUBLIC SCHOOLS: FORMAL AND INFORMAL PROGRAMS AND PRACTICES

prepared by

Elaine C. Melmed

The Public Schools of the District of Columbia have some programs and practices which directly recognize, promote or otherwise reward or remunerate good teachers. There are also programs and practices, larger in number and influence, conceived for purposes other than to reward or recognize good teachers, which in actuality do enhance professional growth and job satisfaction.

Some of both categories are as old as the System itself, and have lost formal program definition. Others are discovered or rediscovered with each new administration, grant program or philanthropic contribution.

This report describes the direct and indirect efforts of the School System to reward and reinforce the good work of teachers in several categories: award programs, "differentiated" staffing assignments, compensation practices, professional development opportunities, and other informal incentives affecting assignments and working conditions.

I. Award Programs

Award programs exist that recognize and reward good teaching practices or the initation of a new instructional program. Money, peer recognition or the public limelight are the usual rewards and they are given for things that the teacher has already done or is going to do after the award is received.

Current examples include:

- The Superintendents' Incentive Awards
- Ward II Incentive Awards
- The School Incentive Staff Development Award Program (SISDA)
- The Secondary School Recognition Program
- The National Teacher of the Year Program
- The Agnes Meyer Outstanding Teacher Award
- The Washington Post Grants in Education Program

Nominations for award programs are elicited from peers, supervisors, parents or community members. However, in many programs, to become eligible the teacher must submit a proposal or an application describing the project or program that will benefit or has already benefited children. Usually, a panel of judges selects award winners using prestated criteria.

Typically, the prizes in award programs come from funds outside the School System, and the programs operate only as long as the benefactor continues to contribute--usually not more than three years. Other programs or practices are longstanding annual events, such as an end-of-school-year recognition day luncheon or a region or division staff meeting at which a certificate or a commendation letter is presented to acknowledge special efforts. Sometimes a principal or supervisor will submit a special commendation letter to the teacher's personnel file.

The D.C. Public Schools appear not to have any documented policy or position on award programs or practices. When an outside benefactor wishes to support a specific program, the contact is most often made through the Superintendent's office. But regions, divisions, departments and School Board members can and do initiate and support such practices.

Individual schools, through their parent organizations, frequently award teachers special funds, materials or services. However, these awards are rarely noted by the regional or central administration. Principals, too, are free to create award programs as they choose. While the actual number of such programs is unknown, it is conceivable that they are especially present in those schools where morale and staff affiliation are high.

No matter what the source of the prize, the costs of administering award programs are borne by the System and involve varied amounts of time on the part of school officers, secretaries, public relations officials, personnel officers and the people who serve as judges in the competitions. In addition there are clerical, reproduction and communication costs.

Details on award programs currently in operation appear in chart form on the following pages.

AWARDS PROGRAM
CURRENT PRACTICES

PROGRAM TITLE	INITIATED BY	YEAR INITIATED	ELIGIBILITY/SELECTION PROCEDURE	AWARD	NUMBER OF APPLICANTS OR NOMINEES	NUMBER OF AWARDS
Agnes Meyer Outstanding Teacher Awards	Office of the Superintendent at request of the Washington Post	1983	. Any full-time classroom teacher can be nominated by other teachers, students, former students, administrators, or general public. . Nomination forms developed by the Superintendent's office. . A panel of judges makes the selections based on rating sheet scores.	. $2,000 (after taxes) - one award to a D.C. Public School teacher. . The program is funded by the Washington Post, which made 13 awards in total to one teacher from each of the metropolitan area school systems.	1983 - 63	One
Washington Post Mini-Grants in Education	Office of the Superintendent at request of the Washington Post	1983	. Any full-time classroom teacher can submit a proposal describing a project. . Proposal forms developed by the Superintendent's office. . A panel of judges makes the selections based on rating sheet scores.	. Approximately $300 each for a creative and innovative classroom practice. . Funds to be used for project-related materials, supplies, field trips. . The program is funded by the Washington Post.	1983 - 87 1984 - *	13 14
National Teacher of the Year	Office of the Deputy Superintendent	1983**	. Each school officer is invited to nominate one candidate. . The candidates prepare a portfolio about themselves. . Finalists are visited by a panel of judges. . Interviewed by Superintendent. . A rating scale determines winning candidate.	. One State winner gets: - Engraved citation - Citation in personnel file - Trip to France paid for by French Embassy - Free course in France paid for by George Washington University . One National winner gets: - Honored at White House - Featured article in Good Housekeeping Magazine - Engraved citation	58 Nominees (French Tchr. was winner.)	One State National Teacher of the Year - French Teacher

*Not available. **First year D.C. has participated in longstanding national program.

Awards Program - Current Practices - Page 2

PROGRAM TITLE	INITIATED BY	YEAR INITIATED	ELIGIBILITY/SELECTION PROCEDURE	AWARD	NUMBER OF APPLICANTS OR NOMINEES	NUMBER OF AWARDS
School Incentive Staff Development Program SISDA	Division of Adult and Continuing Education and Staff Development	1983	. All teachers, counselors, librarians, administrators are eligible. . Individuals, groups, entire faculty may apply. . Proposal application forms are distributed throughout the System. . Proposals describing a proposed project are submitted and rated on a scale of 100.	. Up to $1,000 per project to be used for project, supplies, materials	1983 - 118 1984 - 83	1982-83 - 78 1983-84 - 50 (Anticipated)
Secondary School Recognition Program	Office of the Deputy Superintendent at the request of the U.S. Department of Education and Secretary T. H. Bell	1982-83 SY	. Schools, not individual teachers. . This program is included because all teachers at a winning school are honored. . Chief State School Officer nominates 5 secondary schools. . Application forms developed by the Deputy Superintendent's office. . A panel of judges visits schools.	. National recognition and limelight. . A special flag symbolizing excellence. . Special status for teachers.	18 Schools responded	2 Schools - Brookland Middle School and Jefferson Junior High School
The Superintendent's Teacher Incentive Awards Program	Office of the Superintendent	1982-83 SY	. All ET-15 and EG-09 employees are eligible. . Applicants submit a description of a program already in operation. . A panel of judges select winners based on prestated criteria and a rating sheet score.	. $500 . System-wide recognition at awards ceremony. . Recorded in permanent personnel file. . Superintendent's Special Commendation.	1982 - 55 1983 - 59	1982 - 10 awards of $500* 1983 - 10 awards of $500**

*9 individual awards and 2 teachers shared a joint project. **9 individual awards and 6 teachers shared a joint project.

Awards Program - Current Practices - Page 3

PROGRAM TITLE	INITIATED BY	YEAR INITIATED	ELIGIBILITY/SELECTION PROCEDURE	AWARD	NUMBER OF APPLICANTS OR NOMINEES	NUMBER OF AWARDS
Ward II Incentive Awards	R. David Hall School Board Member, Ward II	1982-83 SY	. All teachers in Ward II schools are eligible. . Nominations come from other teachers, Student Council members, and community members.	. $50 per teacher	17 teachers were nominated	17 winners. One in all but one of the Ward II schools.

II. Differentiated Staffing

In past years there was a structured system that provided supervision and support to new classroom teachers and others needing assistance. The School System had a cadre of demonstration teachers, elementary school supervisors, subject area teachers and resource teachers. For all but the demonstration and resource teachers, there were special licenses outlining educational and experience qualifications. Very little, if any, of this supervisory structure remains in the System today.

Now there are a few practices in operation in the D.C. Public Schools that might broadly be considered differentiated staffing endeavors. These provide for differentiated teaching responsibilities but not for differentiated pay scales or staff development responsibilities. The School System has formal licensing requirements for some of the positions but not for others.

There are now Special Subject Area Teachers, Subject Area Resource Teachers, Building Resource Teachers, Chapter 1 CAI Resource Teachers and Chapter 1 Reading and Math Resource Teachers.

These positions were created over the years by central office administrators or program directors. The position titles are sometimes used interchangeably and there is some important disagreement about the advanced education and experience needed by people who are selected to fill these positions.

A. Special Subject Area Teachers

Special Subject Area Teachers can be found working in one or more elementary schools teaching a single subject such as Art, Music, Reading, Foreign Language and Physical Education. There are specific licenses and clearly outlined educational and experience requirements for these positions.

The Reading license is the most specific in that it distinguishes between four specialized and hierarchical reading positions. However, these distinctive reading positions are no longer filled as such in the School System.

Subject Area Teachers are employed to teach children the subject specified by their license. They teach at one or more schools and have the same work schedule as a regular classroom teacher. They are, however, excused from lunchroom, hall and yard duties if they work in more than one school.

Subject Area Teachers might be asked to plan and conduct inservice programs and teach demonstration lessons to help the regular classroom teacher enrich his or her own instructional program. For the most part, however, when Subject Area Teachers work with children, the classroom teachers have their mandated planning periods.

Figures provided by the Division of Human Resource Management reveal that the current number of Special Subject Matter Area Teachers in the elementary schools are:

Subject Area	1983-84 Number of Teachers
Art	25
Foreign Language	5
Music	75
Physical Education	96
Reading	141
Total	342

Subject Area Teachers are assigned to schools that request them and have budget allotments to pay for their full- or part-time services. Each year the school principal receives a pupil population projection and with

it an allocation of teaching and counseling positions. Each school, no matter what its size, will also have the services of at least a part-time librarian and a physical education teacher. Then, principals in consultation with their faculty and parent groups, decide what additional special subject matter area or resource teachers' services they wish to acquire. This procedure provides a varied pattern of services at each elementary school.

Evaluation. Subject Area Teachers are evaluated by the Teacher Appraisal Process (TAP). In addition they might be observed by the regional or central administration subject area supervisors. There has never been an overall evaluation of the use of Subject Area Teachers in the elementary school.

Incentives. Incentives for becoming a Special Subject Area Teacher might be the opportunity to:

- Teach only one subject;
- Work in more than one school; or
- Focus one's own education on a subject of choice such as art, music or a foreign language.

B. Subject Area Resource Teachers

The Subject Area Resource Teacher designation is another differentiated category operating in the elementary schools.

Originally the position was conceived of as a way to provide assistance to beginning and more experienced teachers who needed help with their instructional programs and classroom management skills. Subject Area Resource Teachers also developed special curriculum materials and demonstrated specific instructional techniques. Their services were meant to supplement and strengthen regular classroom instruction, and they were not primarily responsible for teaching children. Current deployment of these

resource teachers seems to emphasize teaching responsibilities more than the earlier instructional support functions.

Subject Area Resource Teacher licenses were created for mathematics and science teachers. Levels 2, 3, 4 of the Reading Subject Area Teacher license create positions that were more like those of Resource Teachers, and in 1961 a program for the Language Arts Resource Teachers was initiated but to this date, no formal license has ever been created for them.

Evaluation. No formal evaluation of the Subject Area Resource Teacher has been conducted.

Incentives. Incentives for becoming a Subject Area Resource Teacher might be the opportunity to:

- Teach only one subject;
- Work in more than one school and provide assistance to peers; or
- Focus one's own education on a subject of choice such as reading, language arts, mathematics or science.

Subject Area	Number of Teachers
Language Arts	15
Math	61
Science	44
Total	120

C. Building Resource Teachers

The largest category of resource teachers are Building Resource Teachers (BRT).

This program was designed to support the implementation of the Competency-Based Curriculum Program (CBC) and the Student Progress Plan (SPP) in the elementary schools. During the 1978-79 school year, poor standardized

test scores and other deficiencies in students' reading and math progress motivated the Superintendent to mandate that each elementary school assign a reading or language arts and a math or science Building Resource Teacher from their roster of regular classroom teachers.

The BRT works with students in improving their academic skills and supports the regular classroom teacher in individualizing instruction.

More specifically the functions and responsibilities of the BRT are to:

- Analyze standardized and informal test scores;
- Identify and select students needing help;
- Schedule individuals and groups of students for instruction;
- Maintain resource areas of instructional materials;
- Keep records of interventions and progress;
- Work closely with the building CBC team;
- Report student progress;
- Assist with CBC and SPP orientation of parents; and
- Assist classroom teachers with instructional planning and classroom management techniques.

The above duties are to be performed in place of regular classroom functions. Also some released time is provided for staff development activities, workshops and meetings conducted by each Region's instructional supervisors.

At the inception of the program, principals invited classroom teachers then employed in their building to apply. They were instructed to "make every effort to recruit teachers with outstanding qualities and competencies and to provide them with continued support as they develop and implement an effective educational program."

Now a classroom teacher who wishes to fill the position of BRT submits a one-page application to the Division of Resource Management, and the building principal and regional superintendent are asked if they recommend the applicant.

Evaluation. This program is evaluated every year. Each region is asked to prepare a summary of services provided students and classroom teachers. Principals are also asked to provide data on the strengths, areas needing improvement, program recommendations and staff development needs for the next year.

A sample of the "Evaluation of Building Resource Teacher Program" is set forth in Attachment 1.

Incentives. The incentive for becoming a Building Resource Teacher appears to be the opportunity to work with small groups of children in only one or two subject matter areas. The position is also viewed by some as having more prestige than that of the regular classroom teacher. Other advantages might be opportunities for released time for workshops and meetings, more and newer supplies and materials, and no duties for the teacher who serves in more than one school.

Numbers of Building Resource Teachers. Each elementary school has at least one Building Resource Teacher.

D. Chapter 1 Resource Teacher Program

Federal Chapter 1 funds (formerly Title I) currently support two resource teacher programs: the Reading/Math Resource Teacher Program and the Computer-Assisted Instruction (CAI) Program.

Both are designed to assist Chapter 1 elementary school children in grades 4, 5, and 6 to improve their reading and mathematical performance.

Their specific functions and responsibilities are to:

- Collaboratively plan with classroom teachers and other building resource personnel to administer an individualized educational plan for each Chapter 1 student;
- Assist in the diagnosis of learning difficulties and the administration of diagnostic instruments;
- Employ the diagnostic-prescriptive approach to instruction;
- Correlate the reading objectives in the Competency-Based Curriculum with those in supplementary materials utilized by Chapter 1;
- Administer an individualized program of supplementary reading/mathematics instruction to increase skills mastery and learning gains, in cooperation with the classroom teacher and other school resource teachers and specialists;
- Maintain liaison with all areas of instructional support;
- Utilize traditional curriculum materials as learning aids;
- Maintain a reading/mathematics resource lab for small group instruction and for activities related to teacher use of instructional materials;
- Serve as a resource to other school staff and parents;
- Design and conduct in-building staff development activities for improving reading/mathematics instruction;
- Maintain records of student progress, attendance, diagnostic and prescriptive data, and other information for the management of teaching and learning, as well as parent and school reports;
- Assist paraprofessionals in planning tutorial activities; and
- Attain measurable increases in student achievement in reading and mathematics.

The above duties are performed in place of regular classroom functions, and considerable released time is provided for staff development

activities and meetings. The teachers might also be selected to attend out-of-town conferences.

At the inception of the program in 1972, a selection procedure jointly developed by the Personnel Department, the Title I Administration and the Washington Teachers' Union was agreed to. This procedure involves a selection committee consisting of the principal, a teacher elected by his or her peers, and the chairperson of the School Chapter Advisory Committee. The selection committee reviews all applications, evaluating applicants' human relations and teaching skills.

The Chapter 1 Resource Teacher Program now follows the same selection procedures, through application, as outlined in the Building Resource Teacher Program.

Evaluation. Evaluations of the Chapter 1 CAI and Reading/Mathematics Resource Teachers Programs are currently being conducted by the Division of Quality Assurance.

Figures provided by the Chapter 1 Office reveal that the current number of Chapter 1 Resource Teachers in the elementary schools are:

Area	Number of Teachers	Serving in Number of Schools
CAI	70	50
Reading/Mathematics	52	22
Totals	122	72

Incentives. The incentives for the Chapter 1 Resource Teacher and CAI Programs are similar to those mentioned for the system-wide BRT. In these programs there is the added advantage of having the opportunity to work with new instructional technologies in the form of computer equipment and software.

E. Junior High School Transition Teachers

The Junior High School Transition Teacher program is yet another effort of the D.C. Public Schools to provide extra services to students outside the regular classroom.

This program was initiated in the 1979-80 school year to provide direct instructional services to small groups of seventh, eighth and ninth grade students in the areas of communication skills and mathematics.

The functions and responsibilities of the Junior High School Transition Teacher include:

- Identification and selection of students;
- The planning of an individualized instructional program;
- Scheduling of students;
- Keeping records on student progress; and
- Reporting student progress.

There are two transition teachers in each of the System's junior high schools--one reading and one mathematics teacher. They are former elementary school classroom teachers who have applied for the position.

There are no specific educational and experience requirements for this position, and any elementary school teacher may apply. The decisions on appointment are made by the Division of Human Resource Management with approval of the junior high school principal.

Evaluation. This program is evaluated each year. All regional offices are asked to complete a summary statement of services provided, strengths of the program, areas needing improvement, program recommendations and recommendations for staff development. A sample of the evaluation report from one of the regions appears in Attachment 3.

Figures provided by the Division of Human Resource Management reveal that there are currently 51 Junior High School Transition Teachers in reading and mathematics combined.

Incentives. The incentives for this program seem to be the opportunity for elementary school teachers to work at the secondary level, to work with smaller groups of students, and to teach only one subject.

F. Departmental Chairperson

The Departmental Chairperson's responsibilities at the secondary school level vary from school to school and from department to department. The title is most often rotated, and while some additional or unique responsibilities may be performed by the secondary school teacher filling the position, no differentiated pay schedule or eligibility requirements exist. Departmental chairpersons may, however, be relieved of homeroom section assignments and have a preferential class assignment during the period of their tenure.

Every junior and senior high school has a chairperson for each of its subject matter area departments. The chairperson model is less a program than an administrative and historical practice in the secondary schools. Chairpersons are contact points or liaisons between central and regional office instructional supervisors and the departmental teachers. There are suggested functions and responsibilities for chairpersons (see Attachment 4), but in reality each secondary school and each department are free to determine the extent and the quality of the responsibility. No specific educational or other requirements apply to the chairperson position.

Since 1978 the selection process has been set by Article XVIII K of the Teachers' Union Contract. Chairpersons are elected and in some buildings only a Union member will be considered to fill the position. In other schools

the role is viewed as onerous and undesirable and without prestige or power. Here the job falls to people who volunteer, or it is rotated so that no one "gets stuck with it for more than one year."

Evaluation. There has been no formal evaluation of the departmental chairperson practice.

Incentives. Incentives for teachers participating in this practice seem to be lacking overall. However, in a few schools the administrators or faculty themselves have been able to endow the chairperson position with some leadership responsibilities and consequently some prestige.

III. Compensation Practices

The most comprehensive financial incentives operating in the D.C. Public Schools are provided through the provisions of the Teacher's Salary Act which determine:

1. License requirements and pay scales;
2. Instep, automatic increases based on longevity;
3. Increments based on superior performance and additional training or advanced degrees;
4. Education and experience requirements for higher level licenses; and
5. Wages as earned (W.A.E.) positions which enable teachers to obtain summer or after-the-regular-school-day employment.

The Teacher's Salary Act focuses on the areas of most concern to teachers--salary, promotion, and tenure. It defines the career advancement ladder and is the most stable, reliable, tangible and predictable incentive system now oeprating in the D.C. Public Schools.

A. Salary Increments

With at least a satisfactory rating on their TAP forms, teachers hired by the District of Columbia Public Schools can count on automatic salary increments based on time in service up to the sixth year on the job. To advance from step 6 to step 7 they must receive a better than satisfactory rating on their previous year's evaluation for further salary increments. With a bachelor's degree, teachers earn from $17,167 starting salary, to $28,698 after 15 years of service. They are "ET" employees and are required to work only 10 months, no more than 184 teaching days and six hours per day.

There are several ways that teachers can increase their salaries. For example, increments are given for advanced educational training. The

salary range for teachers with master's degrees is $18,886 at step 1 to $33,489 at the highest step; for a master's degree plus 30 credits the range is $19,749 to $34,369; and for a master's degree plus 60 credits (or a doctorate), the range is $20,613 to $35,491.

B. Promotion Procedures and Requirements for Higher Licenses

At present if a teacher wishes to earn more than the maximum salary, he or she must consider leaving the classroom and moving into a school officer position.

The application procedures and requirements for higher positions are clearly defined in Chapter 3, Rules of the Board of Education, and the Job Opportunities Bulletin, produced bimonthly by the Division of Human Resource Management. Classroom teachers can begin to prepare for the better paying positions by accumulating the required education and experience. The application procedures are straightforward, and available positions are widely advertised.

C. Opportunities for Extra Pay

There are other ways that classroom teachers can earn extra pay. These are through summer employment and/or after-school, extended day and extended evening wages as earned (W.A.E.) payments.

The W.A.E. hourly payment schedule is: Summer - $14.76 - $18.86, and Extended Day or Evening, during the regular school year - $16.23 - $27.75. The positions funded through the W.A.E. mechanism include:

Summer School/Summer Programs	Number of Positions
. Teacher, counselor, librarian or building coordinator (all Divisions and Regions)	51*
. Curriculum writer or course instructor (some Divisions and some programs)	**
Extended Day, Evening	
. Adult and Continuing Education teacher, counselor, including Spingarn STAY counselor and teacher	**
. Career Development instructor, counselor	51
. Computer Literacy course instructor	52
. Chapter 1 STARS tutoring program instructor	101
. Extra duty positions for coach, or Student Council advisor	**

During fiscal year 1983 W.A.E. expenditures for these programs totalled more than $3,955,000. (See Attachment 5.)

*Includes Career Development Division staff only.
**Data not currently available.

IV. New or Prestigious Programs or Assignments

The opportunity to become involved in new and prestigious programs or assignments has become an important way of recognizing and rewarding teachers.

Since the early 1960's the federal government, private foundations and the regular budget of the School System have provided funds for programs rich in new job titles and responsibilities which transcend the traditional classroom teacher, counselor, supervisor and administrator roles.

Program director, team leader, coordinator, fellow, intern, resource teacher, facilitator, disseminator, executive director, and advisory and planning committee chairmen are but a few of these newer position titles.

Of those programs which created new opportunities, the most notable are the categorical, titled programs of the Elementary and Secondary Education Act (ESEA), particularly Title I (now Chapter 1), and Chapter IVC, the Teacher Corps, the Teacher Center, the Education Professions Developmental Act (EPDA) and the National Defense Act (NDA).

School System priority programs such as the Model Schools Division, the CBC Program, the Public/Private Partnership Program, the Computer Literacy Training Laboratory and the Gifted and Talented Program are just a few past and present examples of programs which have created new job titles and new employment incentives.

The record shows that, while some of these newer positions have been filled through well-defined and orderly procedures, there have also been times when well-advertised, objective and equitable procedures for selecting people to fill the positions were not employed.

Incentives. Since the new programs have often provided an infusion of funds, there are often opportunities for new training, attendance at out-of-town conferences, more and newer instructional materials, supplies, media equipment, and the opportunity to earn extra pay through training stipends or extended and summer school wages. Some programs such as the Teacher Corps and other Education Professions Development Act programs also paid for university course work which enabled people to earn advanced degrees.

Additional incentives for teachers in these programs are the opportunities to be identified with projects that the School System values, to make new contacts and to be on the cutting edge of new educational practices.

Some indication of the number of people currently involved in the high-interest programs are:

Program	Number of Teachers Currently Involved	Year Initiated
Computer Literacy Laboratory Program	52 course instructors	1982
CBC Chairperson Program (CSD)	One in each of the elementary and secondary schools	1977
District Facilitator Program	218 teachers, elementary and secondary schools	1977
Gifted and Talented Program	376 teachers	1978
School to Work Fellowship Program	21 secondary school counselors	1983

V. Professional Self-Development

Teachers have always taken responsibility for their own professional growth with or without the promise of rewards or formal recognition. On their own, they have attempted to improve their teaching and classroom management skills by pursuing advanced degrees, participating in workshops and other inservice opportunities, seeking the aid of more experienced colleagues and subscribing to publications which highlight curriculum and instructional innovations.

The D.C. Public Schools have assigned teachers in these important professional growth activities by offering free inservice courses and workshops and by making special arrangements for reduced or low-cost graduate credit courses.

Every region, most divisions and all special programs have generated an impresive array of inservice opportunities. In some instances teachers get released time. Otherwise, the activity is scheduled at centrally located sites at the close of the school day or during the summer vacation or school holidays. During the 1982-83 school year, well over 30 inservice courses were offered each semester and during the summer. Teachers could take as many courses as they wished or as time allowed.

The Public School System also arranges for graduate credit to be offered for inservice activities whenever possible. All local universities are encouraged to offer degree programs on school sites, and special arrangements are often made with the University of the District of Columbia to get low-cost graduate credit for special programs. Inservice credit will help teachers comply with the five-year recertification requirements, and graduate credit enables them to receive salary increments and become eligible for higher licenses.

VI. Formal and Informal Perks and Working Conditions

Perhaps the most pervasive but difficult incentive practices to document are the formal and informal "perks" that are prevalent in this and other school systems.

These include being assigned either to a good school, a classroom at a quieter end of the building, or a group of children in which the range of ability levels is narrow. It means working for a principal who is a good administrator and in a school where the pupils know and obey the building rules and restrictions, attend classes and have parents who are concerned about their progress.

While the Teachers' Union contract is most specific about how "duties," parking spaces, materials and free periods are to be assigned, in practice there is some latitude for preferential treatment.

Teachers compare and consider these working conditions when determining the benefits and satisfactions of their jobs, and any teacher incentive program should take these natural and unavoidable practices into consideration.

The current literature and research findings on productivity and the workplace strongly indicate the importance of working conditions and management styles as incentives for employees. The New York Times in a January 31, 1984 article summarized the research studies which indicate that the "boss" is the best buffer a person has against personal as well as work-related stress. Many large and small industries and employers are modifying their operating procedures to reflect the shared leadership and decision-making model used by the Japanese.

Other reports in this study offer empirical evidence that management and leadership style, along with other working conditions, determine whether and where D.C. Public Schools teachers want to teach and stay.

TEACHER INCENTIVE PROGRAMS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

CURRENT PRACTICES

TYPE OF PROGRAM OR PRACTICE	INCENTIVE	PROCESS OF SELECTION	CURRENT EXAMPLES
Awards	. Monetary . Limelight . Plaques . Written Commendation	. Nomination . Submission of a proposal or application by the prospective winner	. Agnes Meyer Outstanding Teacher Award . Superintendent's Teacher Incentive Awards . Ward II Incentive Program . School Incentive Staff Development Awards (SISDA) . Secondary School Recognition Program . National Teacher of the Year Program . Washington Post Grants in Education Program
"Differentiated" Staffing	. Added professional responsibilities including supervision . Released time . Prestige, respect . Smaller groups of pupils . More, newer materials and supplies . Training opportunities . Leadership . Work in more than one school . No "duties" . No homeroom section	. Application . Principal . Peers . Licensing	. Subject Area Teacher . Subject Area Resource Teacher . Building Resource Teacher . Junior High School Transition Teacher . Chapter 1 Resource Teachers . Chapter 1 CAI Teachers . Department Chairperson

Teacher Incentive Programs - Page 2

PROGRAM OR PRACTICE	INCENTIVE	PROCESS OF SELECTION	CURRENT EXAMPLES
Compensation Increments	. Additional money for time in service, advanced degree or graduate course credit	. Automatic or completion of graduate level courses	. On-site Master's degree programs . Projects in Education - Graduate credit opportunities at reduced rates . D.C. Teachers College graduate credit courses
Application Procedures for Higher License	. Additional money, prestige, new responsibilities, roles and tasks	. Application/position announcements	. Available ET positions above level 15
Opportunities for Additional Pay (W.A.E. Positions)	. Additional money, through summer school, summer programs, extended day and evening and extra duty pay activities	. Seniority . Application . Program director	. Summer school teachers, counselors
New or Prestigious Program or Assignment	. Training Opportunities . Identification with what School System is currently highlighting or valuing . Conferences/trips . Materials/supplies . New contacts	. Application . Superintendent . Principal . Supervisor . Program director	. School to Work Fellowship Program . District Facilitator Program . Public/Private Partnership Program . Gifted and Talented Program . Computer Literacy
Professional Self	. New knowledge, new skills . Salary increment . Recertification	. Self-initiated	. Inservice Courses offered by regions, Teacher Center, Office of Instruction, Department of Adult Continuing Education and Staff Development, Special Education, etc. . ALTA Program

Teacher Incentive Programs - Page 3

PROGRAM OR PRACTICE	INCENTIVE	PROCESS OF SELECTION	CURRENT EXAMPLES
<u>Working Conditions</u> Informal and Formal	. Better class schedules . Easier duties . Released time . Attend conferences/workshops . Choice room assignments . Choice class assignments . Parking spaces . Supplies, audio visual materials, equipment	. Principal . Union mandated	

VII. Summary

There are a variety of programs and practices now operating in the D.C. Public Schools that might be considered as incentives for teachers.

These include award programs, assignment to teaching responsibilities different from those of the regular classroom teacher, opportunities to increase one's pay through salary increments or extra pay for after-school or summer employment, assignment to a new or prestigious program, opportunities for professional staff development, and finally the formal and informal perks and working conditions that affect teachers' assignments and the resources available to them.

It is certain that not all of these opportunities and assignments are viewed by everyone as incentives, and indeed few, with the exception of the award programs, were ever conceived of as teacher incentive programs. The programs and practices have developed over the years in response to the School System's concern for pupil progress, new instructional and curriculum priorities, and the availability of funds from the regular budget, the federal government and private contributions.

Most programs, with the exception of the salary increments, seem to be time-limited--that is, they operate as long as the funds are available and the current Superintendent continues to support them. "Differentiated" staffing positions also fluctuate, have changing definitions, and lack formalized selection criteria.

All of the approximately 5000 teachers in the System have the opportunity to earn salary increments and avail themselves of the professional staff development courses offered by the System. As for the other programs and practices listed above, the opportunities for attainment are much more limited.

At present there is no policy statement on incentives or awards issued by the Board or the Superintendent. There are also programs and practices that do exist which often are unrecorded and unrecognized as incentive activities. An effort to identify, coordinate, and reshape incentive programs and practices so that they address system needs would be advisable.

Attachment 1

SY 1982-83

Date _____

EVALUATION OF BUILDING RESOURCE TEACHER PROGRAM

Administrator X (19) Teacher _____ Number of Students Served _____

Part One

1. The average group size in the resource program is

10 a. 5-12
6 b. 13-20
1 c. 21-35
2 d. more than 35

2. During the day the teacher may service

4 a. less than 25 students
8 b. 26-50 students
7 c. more than 50 students

3. Students in the program are taught

8 a. daily
2 b. twice a week
9 c. three times a week
2 d. other (specify) _____

4. The amount of time spent by each student in the program is

13 a. one hour
2 b. two hours
___ c. half day
3 d. other (specify) _____

5. Students in the program are in

15 a. primary grades
15 b. intermediate grades
1 c. other (specify) _____

6. Students in the program

4 a. changed at the beginning of the second semester
12 b. were scheduled flexibly based on teacher recommendation
9 c. remained throughout the year

7. The resource teacher

16 a. instructs in reading
10 b. instructs in mathematics
10 c. operates skills lab
10 d. provides additional services (specify) _____

8. The organization for instruction used most often is

2 a. large group
15 b. small group
3 c. one to one
7 d. combination

9. Students were recommended to the program by

__7__ a. the counselor

__10__ b. the principal

__17__ c. teachers

__7__ d. combination

10. Most students were found to be deficient in

__10__ a. reading

__3__ b. mathematics

__2__ c. positive self-concept

____ d. regular attendance

__1__ e. other (specify) _____

11. Students assigned to the resources program met

__3__ a. all of their objectives

__15__ b. most of their objectives

__1__ c. some of their objectives

____ d. none of their objectives

12. Materials for this program were provided by

__16__ a. the local school

__15__ b. the teacher

__7__ c. the regional office

__3__ d. other (specify) book companies; teacher made material; computer

13. The types of records used include

__15__ a. profile of skills mastery

__14__ b. individual assistance plan

__17__ c. reading/mathematics checklists

__15__ d. students' folders

__3__ e. other (specify) _____

Part Two

14. Strengths of the Program

15. Areas Needing Improvement

Part Three

16. Program Recommendations for the Next School Year

17. Recommendations for Staff Development

18. Other Comments

Summary of Administrators' Comments

Strengths

- Good attendance
- Small group setting
- Support for classroom teachers is tremendous
- Resource teacher - outstanding
- Provides one of the needed personnel
- A powerful teacher
- Good cooperation of all staff and parents with Resource Program
- Region is extremely supportive
- Services the entire school from K-6 for remediation
- Strengthens building science program
- Materials are geared to students' level of performance and/or ability
- Strengthened teacher management skills
- Provided opportunity for individualization
- Served as a resource for staff development
- Regular scheduled classes
- Retentions and transitional priority
- Served the average and above average student to strengthen skills
- Task-oriented approach of BRT
- Cooperative planning between classroom teacher/BRT

Areas Needing Improvement

- Science and social studies skills - use of math and reading as they affect these subject areas
- Innovative materials
- Our own scheduling for remediation in September
- Opportunities for observation of program by parents and teachers
- More time needed for BRT/classroom teacher conferences
- More materials needed
- Need of more flexible grouping
- Inclusion of the slower student so that the needs of all students can be met
- Continuity in scheduling
- Monitoring at the local level
- Need a full time ATP teacher
- BRT has an over-abundance of diversified tasks to do

Program Recommendations for the Next Year

- Work with those students with special needs rather than all students
- Extend to two teachers per building
- Talents Unlimited
- Metric Measuring
- Continuation of the program
- Institute a peer tutoring program so that more students can be served
- Provide more effective materials
- Allow BRT to commence work one week before teachers begin to work
- Additional supplies
- Full time resource teachers

. BRT starts servicing all students two or more levels below
. Share some school's effective utilization of BRT
. BRT/ATP coordinator return to former school
. Workshops be continued for AT pupils
. Remain as is. Very effective

Recommendations for Staff Development

. Along with building staff
. Talents Unlimited Program - to develop stronger use of comprehensive skills and creative thinking
. Continue support from NSTA volunteer to improve science and metric programs for all staff
. Awareness of the computer and tapes for all students
. Special Ed. course/workshops
. Remedial reading and math workshop
. Computer courses (hands-on)
. Test analysis
. Applicability of test results
. Inter-visitations for students
. Sharing the former Chapter 1 collaboration model
. Focus on local/regional staff development activities that will assist the resource teacher
. Review of instructional approaches, instructional activities in CBC technology
. Development of core or unit approaches to reading skill development

Other Comments

. Building Resource service is only 50%. The other 50% is math.
. Resource teacher was most valuable in doing staff development for the faculty.
. Both pupils and teachers were very involved. Skills mastery levels were upgraded very noticeably.

Chapter 1 (Title 1) Qualifications for Reading/Mathematics Resource Teachers (1974)

Background, Training and Experience - Reading Resource (not revised)

Persons filling the position of Title I Reading Resource Teacher vary in background, training and experience. Previous positions include those of experienced classroom teacher, Title I reading teacher and reading specialist. All bring to the task a desire for successful learning experiences for students. We are committed to building on the strengths of all persons filling this new position and utilizing those strengths for a strong building reading program.

In working with other teachers, administrators, students and the community, the Title I Reading Resource Teacher will need the following:

1. Skills in human relations and group dynamics
2. A broad-based background and training in reading
3. A working knowledge of human resources and operational procedures in order to help facilitate, organize and implement the Title I reading program

Background, Training and Experience - Title I Building Mathematics Teacher

Persons filling the position of Title I Building Mathematics Teacher vary in background, training and experience. Previous positions include those of experienced classroom teacher, Title I mathematics teacher and math resource teacher. All bring to the task a desire for successful learning experiences for students. We are committed to building on the strengths of all persons filling this position and utilizing those strengths for a strong building mathematics program.

In working with other teachers, administrators, students and the community, the Title I Mathematics Teacher will need the following:

1. Skills in human relations and group dynamics
2. A broad-based background and training in mathematics
3. A working knowledge of human resources and operational procedures in order to help facilitate, organize and implement the Title I mathematics program

Attachment 3

SY 1982-83

Date _____

EVALUATION OF TRANSITION PROGRAM FOR JUNIOR HIGH SCHOOLS

___ Administrator
2 Reading Transition Teacher
4 Mathematics Transition Teacher
___ Reading/Mathematics Transition Teacher
Number of Students Served 466

Part One

1. The average class size in the transition program is

1 a. 5-12
___ c. 21-35
7 b. 13-20
___ d. more than 35

2. During the day the teacher may service

___ a. less than 25 students
3 b. 26-50 students
4 c. more than 50 students

3. Students in the program are taught

8 a. daily
___ b. twice a week
some c. three times a week
___ d. other (specify) _____

4. The amount of time spent by each student in the program is

7 a. one period
___ b. two periods
___ c. three periods
___ d. other (specify) _____

5. Students in the program are

1 a. seventh graders only
3 b. seventh and eighth graders
3 c. seventh, eighth, ninth graders
2 d. other (specify) _____

6. Students in the program

5 a. changed in the beginning of the second semester
1 b. were scheduled flexibly based on teacher recommendation
7 c. remained throughout the year

7. In addition to teaching transition classes, the transition teacher

1 a. instructs other subjects
6 b. operates skills lab classes
1 c. provides additional services (specify) _____

8. The organization for instruction used most often is

___ a. large group
7 b. small groups
1 c. one to one
2 d. combination

9. Students were recommended to the program by

   7 a. the counselor

   8 b. the principal

   4 c. teachers

   ___ d. other (specify) _____

10. Most students were found to be deficient in

   6 a. reading

   4 b. mathematics

   ___ c. positive self-concept

   ___ d. other (specify) _____

11. Students assigned to the transition program met

   1 a. all of their objectives

   6 b. most of their objectives

   1 c. some of their objectives

   ___ d. none of their objectives

12. Materials for this program were provided by

   5 a. the local school

   5 b. the teacher

   5 c. the regional office

   2 d. other (specify) Basic Skills Lab ISC, Chapter 2

13. The types of records used include

   8 a. profile of skills mastery

   3 b. individual assistance plan

   3 c. reading/mathematics checklists

   8 d. students' folders

   2 e. other (specify) PRI Monitoring Logs, Notebooks

Part Two

14. Strengths of the Program

15. Areas Needing Improvement

Part Three

16. Program Recommendations for the Next School Year

17. Recommendations for Staff Development

18. Other Comments

Part Two

14. Strengths of the Program

. Provides opportunity for students to progress at own rate
. Small class size
. Students like the small groups
. Students showed better study habits and improved reading and math skills
. Another vehicle for meeting the critical needs of students experiencing some difficulty in learning
. Materials allowed individual and personal instruction
. Continued success for the past four years
. Daily classes
. Able to meet individual needs

15. Areas Needing Improvement

. Students should be assigned on the recommendations of teachers as well as test scores
. Placement procedures/guidelines for mainstreaming special education students into transition program
. Consideration should be given to students' readiness to function in group setting and availability of materials for instruction
. Counselors should be aware of transition program guidelines so that behavior problems will not be recommended
. Include more students with capacity for greater (measurable) progress; too many transition students are overlooked while time is spent with special education students
. Lab should be separated; not a homeroom section

16. Program Recommendations for the Next School year

. If there are two transition teachers in a building, let one serve as Basic Skills Lab for reading and the other serve as Basic Skills Lab in math
. That each building have a reading and math transition teacher
. Eliminate the homeroom in Lab Skills rooms
. Pupils should be with the lab teacher for a one-year period
. Pupils should be exclusively those who need supplemental instruction
. Identified special education pupils should not be scheduled into transition classes
. A position on grading should be established

17. Recommendations for Staff Development

. Computer Training
. Transition and Lab Skills teachers should present awareness session to all teachers at staff development

Attachment 4

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Department of Mathematics

Responsibilities of a Mathematics Building Chairperson

As a mathematics building chairperson, you have an important role in providing leadership for the mathematics faculty. You are the liaison between the Mathematics Department and the mathematics teachers in your building. It is hoped that the following list of specific functions, in the area of mathematics, will be a guide to help you serve effectively.

1. Assist in the orientation of new teachers and the supervision of student teachers.
2. Ascertain that each teacher has and is using the appropriate Course Guide(s) and Scope and Sequence documents.
3. Serve as a resident consultant on CBC technology.
4. Coordinate departmental activities: planning, instruction, testing, inc.
5. Arrange for the equitable distribution of supplies and materials allotted to your department.
6. Promote rapport among the teachers.
7. Encourage the free exchange of ideas and suggestions.
8. Provide leadership in assessing the mathematics program in your school.
9. Provide leadership in goal-setting for the mathematics program in your school.
10. Provide leadership in the improvement of the mathematics program in your school.
11. Encourage inter-classroom visitations within your building.
12. Recommend to the principal for purchase the textbooks and instructional materials agreed upon by your department.
13. Apprise the principal and counselors of matters pertaining to the mathematics program: course sequences and requirements, mathematics skills labs, etc.
14. Order supplies and equipment in cooperation with the teachers.
15. Circulate communications of concern to mathematics teachers.
16. Be responsible for the completion and return of certain forms to the mathematics office.
17. Respond to requests from the department for information and assistance.
18. Conduct necessary meetings of your department.
19. Encourage participation in professional organizations and activities.
20. Attend city-wide meetings for department chairpersons.

9/79

Attachment 5

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FY-83 FINAL EXPENDITURES FOR EXTENDED DAY/EVENING EXTRA DUTY ASSIGNMENTS AND SUMMER PROGRAMS AT 4/3/84

Responsibility Center	Summer Programs and Summer School - 1983	Extended Day Evening Extra Duty Assignment	FY-83 Total Wages Earned
Bilingual Education	$ 742	*	$ 742
Office of the Deputy Superintendent	493,488	*	493,488
Region A	1,782	*	1,782
Region D	2,157	*	2,157
Division of Career Development	28,318	481,004	509,322
Division of Instruction	116,123	69,586	185,709
Adult & Cont. Education & Staff Development	931,751	47,448	979,199
Adult & Cont. Education	-	1,515,439	1,515,439
Chapter 1	2,042	265,377	267,419
	$1,576,403	2,378,854	$3,955,257

*Financial information for extended day and evening extra duty assignments was not requested for the noted responsibility centers.

SOURCE: Report ID: RRPSP 426
RUN Date: 2/7/84

TEACHER EVALUATION AND REWARD SYSTEMS:
INTERVIEWS WITH TEACHERS AND PRINCIPALS

prepared by

Karen Johnson Pittman and Arthur E. Wise

Introduction

The District of Columbia Public School System has been charged by Congress with developing a "balanced and comprehensive system which will embrace the concepts of merit pay and exemplary teacher recognition." Toward this end, the Superintendent has appointed a task force to develop a plan that:

1. improves the quality of the teaching environment;
2. provides recognition and incentives for professional self-development of teachers; and
3. enhances the district's ability to attract and retain highly qualified teachers.

Several pieces of research are being done for the task force. This report, based on interviews with approximately 150 elementary and secondary school teachers and principals in all of the district's regions, provides the task force with information on the operation and perceived effects of the evaluation and selection processes currently in use in the district. Specifically, it documents teachers' and principals' perceptions of the validity, reliability and general fairness of practices, their effects on teacher morale, improvement and retention, and their possible utility as means of linking rewards to performance.

Teachers and principals candidly shared their opinions on current evaluation and selection processes. They also shared their thoughts and opinions about the more general issues of working conditions, teacher

incentives, and teacher retention. These concerns were voiced spontaneously in the course of our asking a much more specific line of questions about the evaluation process and the selection process for various special staff positions and awards. It is important to note that the general goals of the task force (improving the teaching environment, increasing incentives for professional self-development, and increasing the district's ability to attract and retain excellent teachers) are concerns that are on the minds of teachers and principals. We, as researchers, feel that their spontaneous offering of opinions on the larger issues shows the importance of involving teachers and principals in any attempts to address problems that concern them.

This report, then, goes beyond discussions of the teacher appraisal process (TAP) system and the various selection processes currently in place to incorporate many of the general comments gathered during the interviews. We begin by reviewing the responses we received to inquiries about the TAP system and current incentive awards. We then go on to discuss the general opinions offered us on how to improve the quality of teaching in the district. These opinions have been organized under the three goals given the task force. Finally, we tie the two pieces together by making some brief recommendations about how current practices and policies might be incorporated in achieving the general goals of increasing the quality of teaching and teachers in the district.

We wish to make it clear that we are reporting opinions, not facts, and that the opinions we are reporting are those of only a small sample of the district's teaching force. These opinions should be taken seriously in that they clearly represent the views of some teachers. They should not, however, be seen as necessarily representative of the views of all teachers.

I. How do teachers and principals view the TAP process and the various incentive awards that exist in the District?

Teacher evaluation can have several possible functions. It can serve as a tool for providing feedback for self-improvement. It can serve as a mechanism for providing formal evaluations of performance--for assessing the work of individual teachers and the quality of the full teaching force. Finally, these formal evaluations can feed into performance-based decisions about promotions, pay and tenure. Research on teacher evaluation suggests that no single evaluation process can fulfill all of these functions simultaneously. The utility of the current TAP process for each of these functions is discussed separately below.

Feedback/Self-Improvement. The primary purpose of the appraisal process, according to the TAP document (revised), is "to improve the professional performance and provide for the professional development of each employee inasmuch as such growth is the primary vehicle for improving the quality of education." (p. 1)

As a tool for providing feedback to teachers, the TAP process has promise. The TAP system does seek to insure that each teacher is observed and provided with both written comments and face-to-face discussion of his/her performance during each semester. Most teachers felt that some type of regular, formal observation was desirable in principle. Some teachers reported that their experiences with the TAP process had been helpful; that the observations and conferences had helped them identify weak areas and/or strategies for improving weak points; and that the feedback had been valuable. In general, elementary school teachers (whose principals have more time and, possibly, more expertise in their teaching areas) had more favorable comments about the TAP process as a feedback tool than did secondary teachers. Teachers

in Region C (the pilot region for the revised TAP process) were more favorable than those in other regions, noting that the preliminary demands on their time were much less, that there was more conference time than allowed under the old process, and that teachers could, if necessary, attach a written dissent or other comments to their rating.

The comments of those who saw benefits to the evaluation process--and of those who did not--suggest that there are several key ingredients to making TAP an effective feedback tool. The first ingredient is time. Both teachers and principals agree that the evaluator needs to have time to observe, to comment, and to discuss observations with teachers. Those teachers who found the process valuable had received detailed comments and concrete suggestions for improvement. This kind of detailed feedback takes time. Elementary school principals with 25 or 30 teachers sometimes found the time to give this detailed feedback. Secondary school principals with three times as many teachers did not. Moreover, in the secondary schools, teachers sometimes felt that the evaluator/observer (these were sometimes different people-- assistant principals did some observations) often lacked the subject matter expertise necessary to conduct the evaluation. Evaluation in the secondary schools had more of a pro forma quality than did evaluation in primary schools. Very few secondary school teachers felt that the TAP process provided them with useful feedback. Thus, a second ingredient in developing an effective feedback tool may be the evaluator's subject area competence.

A third ingredient is support. Both teachers and principals were quick to point out that criticism does not lead to improvement if solutions and supports are lacking. Both groups felt that this is a definite weakness in the evaluation system. As currently implemented, most support persons are

classroom teachers. Full-time classroom teachers do not have the time to provide intensive support. Many admit that they would not feel comfortable and/or qualified to give intensive support if it were needed. Most agree to be support persons under the assumption that their services will not be utilized (an accurate assumption given the low number of less-than-satisfactory ratings in the district). Several principals reported that they felt reluctant to criticize teachers and point out weaknesses because they had no real support mechanism to offer once these criticism were made.

Rating/Performance Evaluation. The primary purpose of the TAP process may be teacher improvement, but the fact that appraisals culminate in a single rating (outstanding, very good, satisfactory, and, rarely, conditional and unsatisfactory) makes the TAP process, intentionally or unintentionally, a rating tool. Most of the objections to the TAP process centered around its perceived use in this capacity.

First, teachers and principals alike were appalled to discover the miniscule number of "conditionals/unsatisfactories" and the large number of "outstandings" given out in 1983.* All see the evaluation system as inflated. Principals offered several reasons why:

- the satisfactory rating is seen as insulting by teachers because it is, in effect, the bottom rating;
- inadequate supports make principals reluctant to use the conditional rating; and
- the time/paperwork involved in documenting a conditional rating is overwhelming and does not pay off. Decisions are overturned on technicalities. The system is too cumbersome and risky to use as a means of identifying and helping/terminating weak teachers.

*In 1983, performance ratings of 4,904 classroom teachers were distributed as follows: "outstanding" - 1,126 (23%); "very good" - 2,057 (42%); "satisfactory" - 1,236 (25%); "conditional" - 9 (0.2%); "unsatisfactory" - 1 (0.02%); no rating recorded - 472 (10%).

Some principals also reported that good ratings ("outstandings") are one of the few rewards they can give teachers. About half used high ratings freely under this philosophy; the other half seemed to withhold high ratings as a way of motivating teachers to improve. Neither approach seemed effective. Combined in the same school system, they add to the seeming arbitrariness of ratings.

The main objection to the TAP process as a rating tool is that it is too subjective. Teachers note that it is not reliable--that teachers rated outstanding by one principal are rated satisfactory by another--and many teachers question its validity, complaining that some who get "outstandings" do not deserve them and others who do not receive "outstandings" are clearly felt to be "exceptional" teachers by their peers. Principals, in general, agree with these objections. Their feelings about the validity and reliability of the ratings are reflected in the fact that they rarely look at the ratings of teachers coming into their schools. Principals do not see TAP ratings as objective assessments of classroom performance. Principals and teachers generally agree that the TAP process will remain subjective (no matter what modifications are made in the forms) until more than one person is brought into the evaluation process. Some felt that subjectivity could be lessened if evaluators were intensively trained and then routinely evaluated on their performance as evaluators.

Decision-Making. At present, TAP ratings are not clearly linked in the minds of school staff to any decision-making process. Some felt that they are occasionally used in decisions about summer school positions and

that they had been used in some R.I.F. decisions. No one knew of any routine use of teacher ratings.*

When asked if the TAP process could be used for decision-making, teachers and principals voiced a unanimous "No." Subjectivity was the main argument. Beyond this objection, however, principals felt that they would not want to be the sole evaluators if ratings were tied into important decisions and teachers felt equally strongly that they would not want to be support persons. Both groups felt that the supportive atmosphere that is crucial to school functioning would be destroyed if principals and teachers, via the TAP process, got decision-making responsibility over others in their schools.

Teachers and principals agreed that the evaluation process would need a significant overhaul if it were to be linked to decision-making. Many suggestions were made, basically revolving around the ideas that increased resources would be needed for evaluator training and hiring (most felt that people from outside of the school would need to be part of the evaluation team) and for the development of a strong supervisory and support staff.

Even as a tool for feedback and self-improvement, teachers and principals felt that the evaluation process needs to be separated from the day-to-day tasks in order to ensure that it gets adequate time. If it is to be used solely for feedback, subjectivity is less important. Teachers also felt that if this function was separated from the ratings function, teachers would be willing to point out their own weaknesses and would use supports (if available) more freely.

*Performance ratings are used in making decisions about progression from Step 6 to Step 7 on the salary schedule (a better than "satisfactory" rating is required), and an "outstanding" rating adds seniority "points" for R.I.F. decisions.

Incentives/Awards. The awards that currently exist are not salient to most teachers. There are too few of them, the application process is time-consuming and sometimes embarrassing (e.g., NTA application), and, most important, perceptions of favoritism undermine motivation to try for the awards. This problem would need to be carefully addressed before individual awards were considered a key ingredient in a system-wide incentive plan.

Teachers were aware of the National Teacher of the Year Award (NTA), the Superintendent's "Promising Practices" awards, and the Ward 2 Teacher awards. Teachers found the NTA process somewhat degrading in that they had to nominate themselves for the awards and gather recommendations. They also complained that those nominated who did not win got no recognition even though it would have been a fairly easy process to recognize them publicly or through personal letters. Several teachers also commented that favoritism and politics had played a part in the selection process.

Teachers saw the "Promising Practices" awards as useful but small. Some argued that they were the supplement that all teachers need to be effective and creative teachers. Teachers did not see these awards as tightly tied to performance, since they are based on proposals for what will be done and not on what has been done. Nonetheless, they thought that the idea was one worth expanding, perhaps even on a school-wide basis (larger awards for schools to implement promising approaches to addressing school-specific problems). Teachers also felt that they should have an opportunity to share the practices developed through workshops or demonstration classes.

The Ward 2 awards, and other small monetary awards, were not seen as incentives by most teachers. Their general concern was that there are many teachers doing excellent jobs in the system and that there must be more

internal ways of recognizing and rewarding these teachers. Having more annual awards or larger monetary prizes did not really address the issue in their minds. Teachers are looking for mechanisms through which excellence can be routinely rewarded without singling out handfuls of teachers and dividing the group. Teachers and principals both suggest that there are many non-monetary incentives that can be explored--released time from classroom duties to observe other classes and to gain new experiences within the system, more sabbaticals, conference travel, W.A.E. (wages as earned), pay for extra-curricular duties taken on. Teachers in general are very concerned that awards that single out individual teachers will cause divisiveness and lower morale rather than work as incentives. They are in favor of a variety of incentives that teachers can apply for if they wish.

II. What do teachers and principals see as the main problems associated with a) improving working conditions, b) providing recognition and incentives for professional self-development, and c) building a high quality teaching force?

Of the three goals given to the task force, improving working conditions (or the quality of the teaching environment) is seen by far as the most pressing problem confronting the D.C. schools. Teachers and principals strongly feel that the present conditions under which teachers work affect morale, the quality of teaching, individual motivation to improve teaching, and, in the end, the district's ability to attract and retain high quality teachers. In short, working conditions have a pervasive effect on teachers and the quality of teaching. Improvements in this area would appear to be a prerequisite to achieving the remaining goals. Improvements in this area would in fact move the system closer to achieving all three goals.

Comments about working conditions and their effects on teachers and teaching were plentiful and surprisingly uniform in tone and focus. One teacher summed up the common sentiment about the value of taking actions to improve working conditions versus implementing merit pay as follows:

> "We don't need merit pay to do well; we are dedicated professionals. What we need are the resources and facilities to do our jobs. Give us these and let us get on with teaching the children."

Teachers did see professional self-development as an area in which improvements could be made. Most important here was a concern about teacher isolation and career stagnation. As one teacher put it:

> "You walk into your classroom and walk out 30 years later to retire. In between your responsibilities haven't changed and no one has really learned what you do behind your door."

Building a high quality teaching force was a concern that came up in various contexts. The age and stability of the current teaching force seemed to preclude major concern with attraction/retention as an issue. Teachers

and principals did have some very insightful comments in this area, however, most of which centered around a concern for identifying weak teachers and for insuring that new teachers are highly qualified and are given solid support and supervision in their early years in the system.

The specific problems that teachers and principals identified as current barriers to the attainment of each of the three goals are outlined below.

A. Working Conditions - Quality of the Teaching Environment

The problems that teachers and principals identified fall into three categories: 1) the conditions of schools, classrooms, and equipment, 2) the number and characteristics of students in the classrooms, and 3) the operation of the system.

1. Conditions of Schools, Classrooms, and Equipment:

- Inadequate supplies/inefficient delivery of supplies. Complaints about inadequate book supplies were most common, particularly in the secondary schools. Not uncommon, however, were reports that many teachers spend their own money on supplies either because they are unavailable or take too long to arrive.

- Inadequate support services. Teachers feel very strongly that they need more support services. They note that they do not have the supports available to most professionals--aides/assistants, secretarial support, ready access to telephones, xerox machines. Teachers in one school visited had to pay to use the xerox machine, even for school-related purposes. They also had to go into the main office to use the telephone. Teachers found these conditions both inefficient and demeaning.

- Facilities poorly equipped or in poor repair. Concerns here ran the gamut from peeling paint and broken windows to poorly equipped labs. One teacher summed up the situation by commenting that "the system wants us to utilize 1984 teaching techniques with 1942 materials."

- General safety of buildings and grounds. This concern was not expressed across the board but was clearly salient in some schools. Teachers argued that their

preparation time before and after school was severely constrained by safety concerns. Some noted that safety was an issue even during the school day (robberies, classroom disruptions by outsiders).

2. Student Characteristics:

   . Class size/class composition. Class size was noted as a problem by both elementary and secondary school teachers. Teachers strongly felt that any "extra" money (e.g., money for implementing merit pay) would be much better spent in hiring more teachers to reduce class size. In the secondary schools, class composition exacerbates the class size problem. Secondary teachers argue that wide ability ranges in classrooms (e.g., 3rd grade through 10th grade reading levels in an 11th grade English class) make teaching impossible given class sizes.

   . Student "readiness". Elementary school teachers in low-income neighborhoods argued that more needs to be done to get students ready to learn. They report that they have to be social workers before they can be teachers because of the physical and emotional conditions of their students. This cuts down on teaching time. Secondary school teachers observed that the current emphasis on basic skill development (which they see as justified) often means that teachers spent a significant amount of their time not teaching their own subject but drilling students in reading skills. They expressed frustration that, while these skills were important, they are neither what they want to teach nor what they have been trained to teach.

3. Operation of the System:

   . Inefficient bureaucracy. Some teachers questioned the efficiency of a decentralized system, noting that both communication and coordination are sometimes difficult. Teachers (as do most line and staff workers) also had concerns about the leadership and decision-making skills and experience of those above them. Some wondered if evaluation and perhaps merit pay plans should not also be considered for administrators.

   . Favoritism. Feelings of favoritism were particularly strong among both teachers and principals. "Who you know" was seen as having some bearing on almost all system decisions. Some teachers felt that favoritism played a role in decision-making and selection within their schools (that is, on the part of the principal).

More common, however, was the belief that selections for promotions, awards, W.A.E. assignments, etc. are based on non-school related criteria such as membership in particular sororities, clubs or churches. Favoritism, more than inefficient bureaucracy, is the system problem that seems to affect teacher morale and the desire to respond to incentives currently in place. In those few instances in which favoritism was seen as determining teacher ratings and "perks" within the school, the effects on morale were obvious.

B. Opportunities and Incentives for Professional Self-Development

Problems identified in this area fall into two categories: involvement in teaching and 2) formal education.

1. Involvement in Teaching:

- Little or no feedback on teaching performance. Teachers argued that it is difficult to continuously strive to do one's best and/or improve when there is so little feedback on day to day performance. Teachers realize that the TAP process is supposed to provide feedback, but few feel that this process alone, even if better implemented, would be sufficient. Some teachers, particularly elementary school teachers, felt that they did get ongoing feedback and support from their principals. Others, however, felt isolated and unappreciated. Teachers want increased interaction with colleagues both in their schools and in their disciplines (across schools). They would like formal opportunities to visit other classrooms, meet with and observe other teachers, and learn more about what others are doing. Some felt that there had been more opportunities to interact with colleagues before decentralization.

- Few sources of assistance and motivation. Teachers feel that, other than school colleagues who may or may not be helpful, there are few sources of leadership in teaching and few sources of assistance for teachers seeking concrete advice for improvement. These concerns were especially pressing among secondary school teachers. Supervision at this level is seen as being particularly weak, and in-school supports are thin (for example, there are no building resource teachers). Department chairpersons are not necessarily leaders or even superior teachers. The position rotates and, given that it carries very few benefits with it, often goes by default to those who fight the least.

- No recognition of/compensation for extra-curricular work. Except for coaching, teachers are not paid for extra-curricular work. Many feel that, over time, this is a disincentive to teachers wanting to put extra time and effort into teaching. Moreover, some teachers reported that extra-curricular work, while neither mandatory nor reimbursed, is often an implicit criterion for "outstanding" rating. They find this extremely unfair.

- Little or no preparation time. Teachers argue that preparation time at the beginning and end of the year is far too short. Many also report that daily preparation time is eaten away by meetings or used voluntarily to tutor students and sometimes teach additional sections of classes in an effort to reduce class size.

- Little or no involvement in decision-making. Teachers feel that they are being told to act like professionals but are not being given the time or opportunity to do so. They note that they have little or no involvement in (and sometimes awareness of) regional and system-wide decision-making. (Inadequate representation on the task force was an often noted example of their isolation from decision-making.) Some teachers also expressed concern with their lack of input into school-specific decisions and often classroom decisions (insistence on strict adherence to the CBC guides was an example). In general, teachers feel that they are denied access to experiences and information that would make them better teachers and better able to "deal with the system" in effective ways.

C. Building an Excellent Teaching Force--Attracting and Retaining High Quality Teachers

1. Attracting High Quality Teachers:

- Selection process too lax; supervision extremely poor. Teachers and principals almost unanimously agreed that the easiest way to build a high quality teaching force is to be much more selective about new entrants and to give those entering fairly intensive supervision. Many commented that new teachers are left to flounder in the system and that weaknesses now obvious in experienced teachers could have been much more easily corrected early on. Supervision (not periodic spot-checking, but close supervision and support) is seen as a crucial element in building an excellent teaching force. Teachers and principals agree that it is seriously lacking at present. There was also strong

sentiment that some form of teacher exams or more rigorous screening is necessary. Many of those interviewed had been required to take exams; most felt that exams should be reinstituted.

- Salaries not competitive. Teachers frequently commented that the best candidates, especially in math and science, do not go into teaching because of the low salaries. Some commented that D.C. schools do not compete effectively with the surrounding counties on salary--starting salaries are somewhat higher in D.C. but the surrounding counties catch up and pass D.C. in salary increments for education and experience. There was some sentiment for paying more in competitive subject areas. There was greater sentiment for adjusting the pay scale for all teachers, especially at the upper end.

  Interestingly, teachers recognized that pay increases alone are not enough to ensure an excellent teaching force. As one teacher said, "Pay attracts everybody." Teachers feel that a combination of more attractive earnings and more rigorous selection and supervision will improve the teaching force over time.

2. Retaining High Quality Teachers:

Teachers and principals see the problem of keeping the best teachers in the classroom (as opposed to in administrative positions) as equal to if not greater than the problem of keeping them in the system. This may change as the most experienced teachers retire. Presently, the teaching force is top heavy--teachers have too much invested to leave the system; they are looking instead at new positions within the system. Beyond the problem of keeping excellent teachers in the classroom, teachers and principals were very concerned with helping or terminating weak teachers.

- Keeping excellent teachers in the classroom. The main reasons cited for why teachers, especially excellent teachers, leave the classroom were 1) poor working conditions, 2) low pay ceiling (and the psychological effect of reaching the pay ceiling 10 years before retirement), 3) lack of rewards for classroom teaching, and 4) no career ladder for classroom teachers--no way to increase responsibilities and/or status without moving out of the classroom.

- Helping or terminating weak teachers. The cumbersomeness of the TAP process and the lack of titled and trained support staff were cited as the two main reasons that weak teachers remain in the system. As noted earlier, principals feel that the TAP process is virtually useless for removing incompetent teachers. Teachers and principals alike note the vacuum in support and argue that peers with full-time teaching responsibilities cannot be effective support persons for teachers who need intensive help. Teachers are more reluctant than principals to acknowledge the existence of weak teachers in the system (although all agree that there must be more than the eight teachers who got conditional ratings). When asked which would do more for teacher morale--rewarding outstanding teachers or helping/terminating weak teachers--teachers almost unanimously agreed that they would rather see the incompetent teachers helped or terminated. Many saw efforts in this area as a necessary prerequisite for upgrading the status of D.C. teachers in the public eye, something that would definitely boost morale.

III. How do teachers and principals feel about merit pay and incentive awards? To what extent would they achieve the three goals?

Teachers do not want merit pay. They would prefer "professional pay" for all teachers and significantly upgraded working conditions. Teachers do believe that there are performance differences among them. They do feel that outstanding teachers should get recognition. They do feel (more strongly) that bad teachers should be terminated if they cannot be helped to improve. Teachers do, for the most part, feel that they should be evaluated and should be held accountable for the quality of their work. However:

- Teachers have serious doubts about using the current evaluation process for making merit pay decisions or any decisions about performance; they feel that it is too subjective and unreliable.

- They also have serious doubts that a "fair" system could be developed that would adequately evaluate performance and take differences in student "readiness" into account.

- Teachers feel that merit pay would be divisive, that it could not be kept confidential and that it would undermine the quality of teaching and teacher motivation rather than improve them.

- Teachers are less opposed to increases in awards (either the number or the monetary value) but they are very skeptical about how these awards would be assigned. Teachers and principals feel that there should be more non-monetary awards and opportunities (sabbaticals, opportunities to attend conferences, take courses, letters of recognition for files, favorable write-ups in papers). In general, however, they want these for all teachers, not just for some. They see the best incentive system as one in which there are numerous awards (monetary and non-monetary) and numerous opportunities for which all teachers are eligible or all may apply.

- Teachers also feel that the money that would be needed to upgrade the evaluation process and to pay the merit pay increases could be much better spent on improving working conditions. They fear that the merit pay "pot" would be the first pot cut in hard times.

Teachers and principals agree that there should be more recognition of high quality teaching and more incentives for teachers to grow and improve. They do not feel, however, that merit pay is the answer. It is too simple a solution to a complex problem and is likely to do more harm than good. Merit pay would do nothing to improve working conditions, it would serve as a disincentive to many unless great pains were taken to ensure fairness, and it would probably do little to convince teachers otherwise disenchanted with the system to stay.

IV. <u>What do teachers and principals suggest as alternatives to merit pay</u>?

Teachers and principals had a wide range of suggestions. The most frequently mentioned alternatives are listed here.

- <u>More money in the budget/better management of resources</u>. Some teachers and principals suggested that the system needs a larger operating budget; many, however, suggested that inefficient use of funds and unorganized management of resources are the problem. Whether through increased budget or increased efficiency, however, teachers want smaller classes with a more manageable range of student abilities; more clerical help, more professional supports, and more pleasant and safer conditions. These improvements would not only boost morale but would encourage

teachers to take their teaching more seriously because it would increase the perceived possibilities of payoffs for effort.

- Discretionary money for schools. Teachers and principals felt the need to be able to address school-specific problems more directly. Some suggested that schools be given more discretionary money for use in projects that the school feels are important. There was sentiment in favor of either giving schools money based on enrollment (or some other basic formula) or for having school equivalents of the Promising Practices awards. The idea of school merit pay were strong enough that it is likely that any attempt to link school budget money or school awards to performance (teacher or student) will be met with strong opposition.

- Non-monetary opportunities for teachers. Teachers would like to see more paid sabbaticals, conference attendance, released time for courses, and course subsidies. They see these as alternatives to cash awards. Teachers would also like to have more opportunities to grow and learn within the system. They want more contact with other teachers (more grade level or discipline meetings that put them in touch with teachers in other schools, more time to observe classes and to demonstrate their ideas and "promising practices"). Teachers, in short, want more time to grow as professionals--to interact, observe, learn, and demonstrate skills.

- More feedback. Teachers see sharp increases in supervision and feedback as essential for new teachers and teachers having problems, but they also see it as growth-producing for all teachers. Secondary school teachers seem to be most in need. The TAP process is a start, and some see it as the needed line of communication between teachers and principals. Teachers feel the need for more continuous (or at least more frequent) feedback from persons with demonstrated expertise in their areas. They also feel the need for support and assistance that is not tied to the formal evaluation process--they want to be able to seek advice and help without being penalized for doing so.

- More differentiated teaching positions. Teachers and principals feel that everyone in the system would benefit from a much upgraded supervisory/support system. The development of a cadre of senior teachers, master teachers, supervisors, or whatever one might want to call them would address this need and begin to fill the void that exists between classroom teacher

and administrator. Department chairpersons could conceivably function as supervisors, but this would require that the position be very differently defined and perhaps filled than it is currently. Teachers and principals feel the need for a new (or upgraded) position that gives senior teachers clear responsibilities for assisting other teachers and gives them the authority necessary to do the job.

Interestingly, one principal commented that a position like this would not only keep good teachers in the system and/or classroom, but would also begin to build a pool of people with excellent teaching skills and solid administrative experience who would be ready to step in to replace the current principals when they retire. Some suggested mandatory rotation out of the classroom into this type of slot or some other slot (for example, curriculum development) to broaden teachers' experiences.

In certain respects, the building resource teacher is the functional equivalent of a "master teacher." These teachers are chosen presumably on the basis of teaching expertise and leadership potential. They are expected to give direct services to students and "instructional support" to teachers. Serving students occupies 80-90 percent of their time, however, and more of a balance would need to be achieved for the master teacher role. Building resource teacher is clearly perceived as a prestigious, demanding role. It is desirable because of its 1) flexibility, 2) level of responsibility, 3) utility (troubleshooting for both students and teachers), 4) growth potential (opportunities to learn more about different teaching and learning styles and about the system), and 5) respect. The building resource teachers interviewed said that they would accept three-year limits on their roles and would welcome the opportunity to supervise first-year teachers. The building resource teacher stands as the best example of what increased responsibility and experience can do for senior teachers. It clearly provides an alternative career path to administration.

More W.A.E. opportunities. Teachers are very much in favor of receiving compensation for extra-curricular efforts. They see an increase in the activities allowed W.A.E. compensation (or a minimum, some sort of formal recognition) as a way to allow those wanting increased responsibilities, extra income, more variety, and/or extra-classroom experience to gain them.

More involvement of teachers in decision-making. One secondary benefit of the idea of discretionary money for schools would be that teachers would have increased opportunities to be directly involved in planning and decision-making. In addition to these opportunities, teachers want more representation on committees and task forces, and more involvement in all aspects of system operation. This type of experience could be incorporated into the set of alternatives to classroom teaching made temporarily available to teachers as a means of both avoiding "burnout" and gaining valuable non-classroom experience.

SUMMARY AND CONCLUSIONS

Teachers and principals share the task force's concern with 1) improving the quality of the teaching environment, 2) providing teachers with opportunities and incentives for professional self-development, and 3) building an excellent teaching force. They do not see merit pay as a solution to these issues. After talking with teachers and principals in great depth, we must agree with their assessment of the potential negative consequences of merit pay and of the difficulty of linking any type of decision-making to the current TAP system. We also agree with their view that the single most important area for improvement must be working conditions. We offer the following general conclusions and recommendations to the task force:

1. The District's TAP system, like most teacher evaluation systems, will not support a merit pay system or any performance-based decision-making system.

2. If the TAP is to be used to make personnel remediation or termination decisions, it will have to be redesigned. Presently, it is too cumbersome to be used.

3. If the TAP is to be used to help teachers improve their performance, it could do better if there were more match of expertise. For generally satisfactory teachers, the incentive to improve performance would be greater if identifying and correcting weaknesses was not seen as somehow feeding into the final rating.

4. The support person process is not working; teachers need specific places and people to which to turn, especially new teachers. Adequate support cannot be provided by full-time classroom teachers.

5. The District should redesign its personnel selection and evaluation process with a view toward the major influx of teachers coming five to 10 years hence. Selecting high quality applicants appears to be the key to building a high quality teaching force.

6. The Building Resource Teacher is the District's closest approximation to differentiated staffing. It clearly provides a sense of professional growth to those who occupy the role. The development of a more comprehensive differentiated staffing program would serve multiple purposes for the system: assisting new teachers, providing instructional leadership, and providing recognition and professional growth opportunities for expert, experienced teachers.

7. The selection process for differentiated staff should be new and should emphasize expertness in instruction and leadership ability.

8. The reform of "working conditions" will do more to enhance the quality of teaching than more expensive personnel reforms.

9. The perception of favoritism, strong among teachers in many school districts, seems especially strong in D.C. This will need to be addressed as it lowers teacher morale and motivation to apply for awards and positions.

10. In planning, the District should move carefully and cautiously; it is littered with remnants of innovation.

FINDINGS OF THE DCPS SURVEYS OF TEACHERS AND PRINCIPALS REGARDING TEACHER INCENTIVES

prepared by

Andrea J. Love, William W. Ellis, and Anita F. Allen

1.1 Purpose

A mail questionnaire survey of all teachers and other ET-15 instructional support personnel was conducted in March, 1984. The results of that survey are discussed in sections 2-5 of this report.

The primary objective of the teacher survey was to determine exactly what these key District of Columbia Public School (DCPS) staff thought about different types of teacher incentive plans and how those plans ought to be implemented. In this context, it was important to identify factors that were considered to be incentives and disincentives to teacher retention and high quality teaching. Another purpose of the survey was to provide an appropriate vehicle whereby teachers could become active contributors to the process of developing a DCPS teaching incentive plan. The information gathered from the survey provided answers to two very important questions:

- What do DCPS teachers think of teacher incentive proposals, in general, and of five specific types of teacher incentive plans, specifically?
- What do teachers perceive to be the greatest incentives and disincentives to teacher retention and high quality teaching currently operating in DCPS?

A companion survey of all DCPS school-level administrators (principals, assistant principals, and program directors) was also conducted in March, 1984 to obtain their views on these same topics. The results are discussed in section 6 of this report.

1.2 Survey Design

Data collection instruments were two questionnaires that consisted of a series of self-administered, forced choice/alternative response items. Some of the items had been previously validated in other nationwide surveys (National Education Association (NEA), Nationwide Teacher Opinion Polls, 1979-1980, 1983; Institute for the Development of Educational Activities (IDEA), Studies of Schooling, Teacher Questionnaire).

The teacher questionnaire was field tested once with a small group of 15 teachers and other ET-15 personnel whose DCPS assignments spanned the secondary and elementary levels and several teaching fields. The administrator questionnaire was field tested with a representative group of seven principals from elementary, secondary, and special education schools. The field test participants completed a brief written evaluation of the teacher and administrator questionnaires. Adjustments to each questionnaire based on the field tests included clarification of terminology commonly used by the DCPS; abbreviating the length of the teacher questionnaire; and changing the format of the questionnaire items to facilitate reading. Also, extensive discussion of feasible distribution and collection procedures occurred.

The views of DCPS personnel were channeled into three forced alternative response modes: 1) perceptions of the usefulness or importance of specific issues; 2) their levels of satisfaction with specific issues or conditions; 3) their degree of agreement about which factors represent incentives or disincentives to teacher retention and high quality teaching; as well as their degree of agreement with five different types of incentive pay plans that might be adopted by the DCPS.

1.3 Data Collection

The questionnaire was self-administered by the teachers. Distribution of the teacher questionnaires to every DCPS school building was preceded by a briefing of all principals, regional officers, and divisional officers. At the briefing sessions these representatives were advised of the purpose of the survey and were encouraged to think of strategies that would allow teachers time to complete the questionnaire. All teachers were advised to return questionnaires in prepaid postage envelopes to a special post office box outside of DCPS, to assure their confidentiality.

1.4 Data Analysis

Basic summary frequencies and descriptive statistics were used to develop profiles of the teachers who completed and returned the questionnaires and to examine their responses to each questionnaire item.

With the exception of selected cross tabulation analysis to examine 1) relationships between specific teacher characteristics and their preferences for teacher incentive plans, and 2) their career plans, the primary methodology used was basic summary statistics.

1.5 Sample Description

The total population of teachers and other ET-15 personnel in DCPS at the time of the survey was 5,815. Of that number 2,564 returned completed questionnaires within the designated time period. This was 44.1 percent of the total. This sample group was very representative of the population of DCPS teachers and other ET-15 personnel.

Of those responding, 3.5 percent had less than a Bachelor's degree; 30.6 percent held Bachelor's degrees; while 62.1 had Master's degrees; and 4.0 percent had other advanced degrees. Only 4.5 percent had less than five

years of teaching. A full 66.3 percent reported 15 or more years of service. Classroom teachers constituted the largest proportion of the sample at 84 percent.

A total of 164 administrators returned completed questionnaires within the designated time period. Elementary school administrators constituted more than half of the sample group respondents at 65.3 percent; while junior high/middle school and senior high administrators were almost equally represented at 18.5 and 16.1 percent, respectively. Almost twice as many principals as assistant principals were represented in the sample (62.7 compared to 31.7 percent); while directors were less than 10 percent of the total.

2.0 TEACHING INCENTIVES AND DISINCENTIVES

2.1 Attitudes Toward Existing DCPS Incentives

Teachers were asked to indicate how useful they thought the six existing DCPS teaching awards were for encouraging improved teaching. As can be seen in Exhibit 1, to the degree that teachers were aware that these awards existed, their attitudes were positive. However, approximately one-third indicated a lack of knowledge about any of the existing DCPS incentive awards. They were most aware of the National Teacher of the Year and the Superintendent's Incentives Awards, while very few knew about the Ward II Incentive Awards.

2.2 Attitudes Toward the Five Different Incentive Plans

The five types of teacher incentive pay plans about which teachers' and administrators' opinions were sought were defined as:

- a merit pay plan in which teachers are awarded additional money for exceptional performance based on annual assessments or evaluations;

EXHIBIT 1

TEACHER OPINION ON

EXISTING D.C. PUBLIC SCHOOLS INCENTIVES

INCENTIVES	OPINION			
	Very Useful (%)	Somewhat Useful (%)	Not Useful (%)	Don't Know About This Plan or No Opinion (%)
Agnes Meyer Outstanding Teacher Award	14.8	27.7	15.8	41.7
National Teacher of the Year Award	19.9	34.5	20.9	24.7
Washington Post Grant In Education Award	17.1	27.9	13.5	41.5
Superintendent's Incentive Award	20.0	30.8	15.0	24.2
Ward II Incentive Award	8.7	20.2	14.9	56.2
School Incentive Staff Development Award Program (SISDA)	16.3	23.9	15.3	44.5

(n = 2,564)

- a master teacher plan in which teachers are selected on the basis of their competence and receive an additional stipend for certain extra duties, such as training new teachers;

- a career ladder plan in which teachers progress through several promotional points from probationary teacher to master teacher based on assessments of competence and years of experience. Each promotion results in an additional salary increment;

- an incentive pay plan in which teachers receive additional salary increments for particular teaching assignments, such as teaching in shortage fields (e.g., math and science) or teaching in high-priority locations (e.g., inner-city schools); and

- a school incentive plan in which schools are annually rated on their quality or improvement and all of the teachers in the highest ranked school(s) receive a salary bonus.

Given clear, precise descriptions of the five different types of incentive pay plans, DCPS teachers were asked to indicate their degree of approval of each. Exhibit 2 reflects their attitudes toward each of these five plans from most to least approving. The clear majority of DCPS teachers said that they approved of a career ladder plan or a master teacher plan, while lowest approval was accorded the merit pay plan.

2.3 Preference for an Incentive Plan for DCPS

Teachers were subsequently asked to indicate which of the five incentive plans they would actually like to see adopted in DCPS. Exhibit 3 illustrates teachers' preferences for incentive plans to be adopted by DCPS from most favored to least favored.

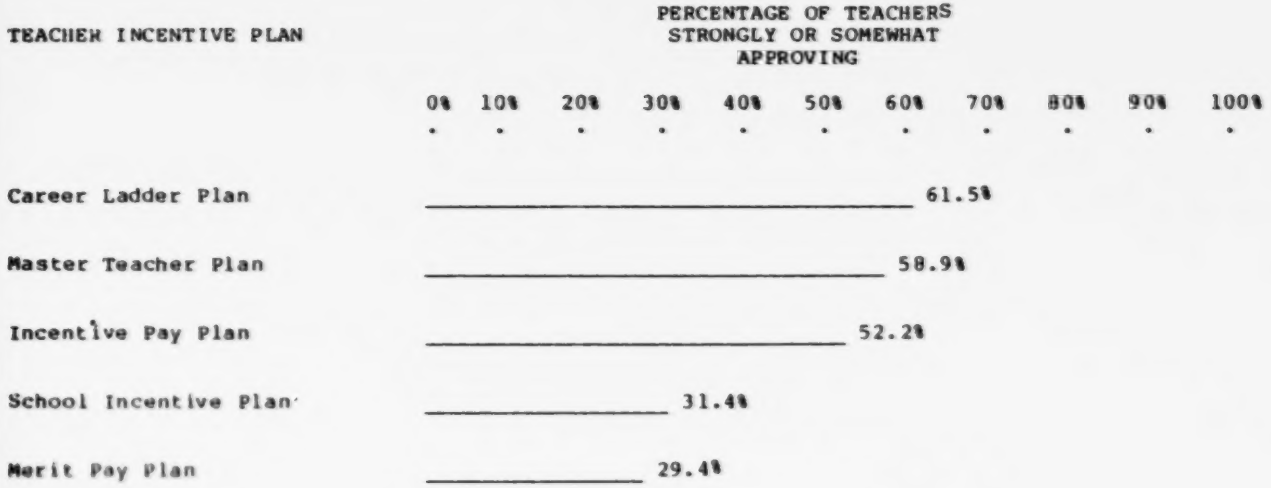
Although more than 25 percent favored adoption of the career ladder plan for DCPS, the percentage actually preferring adoption of none of the five major plans was equivalent.

Further analysis uncovered no major difference between teachers' preferences for a specific incentive plan according to their years of teaching experience in DCPS (Exhibit 4), education (Exhibit 5), and school level type

EXHIBIT 2

TEACHER ATTITUDES TOWARD THE FIVE

DIFFERENT INCENTIVE PLANS

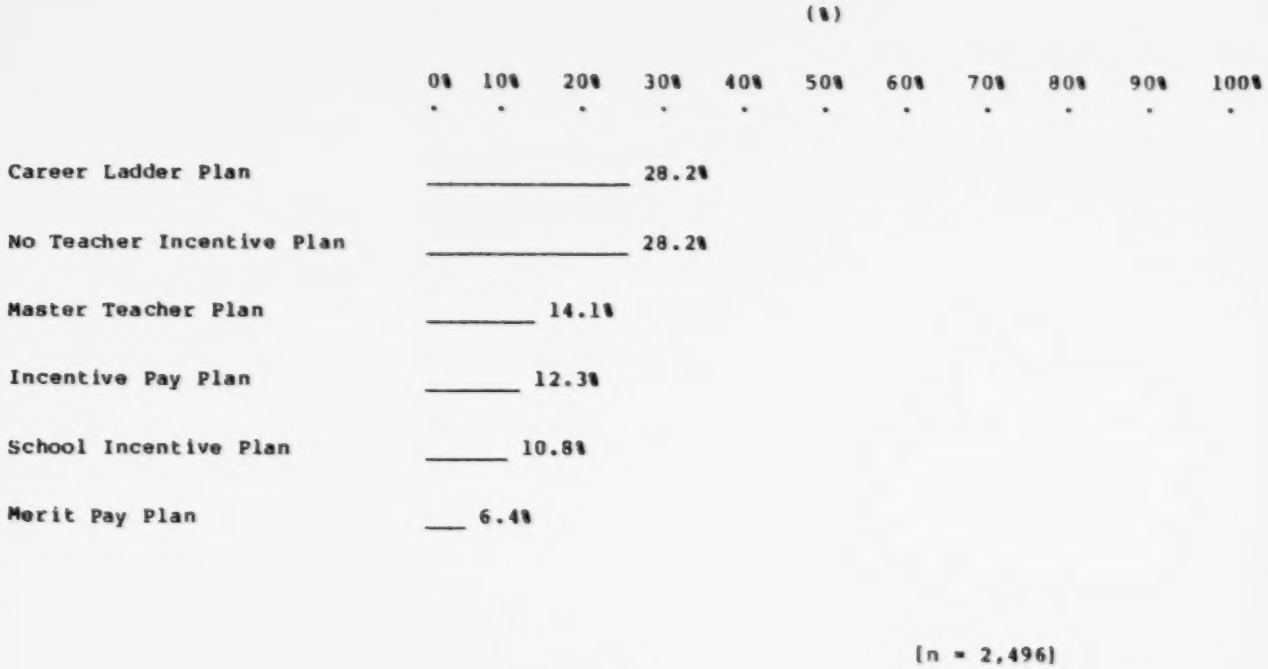


[n = 2,564]

EXHIBIT 3

PROPOSALS LISTED PREFERRED FOR ADOPTION

Question: "Of the proposals listed above, which one would you like to see adopted by the D.C. Public Schools? (Circle one.)"


(%)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Career Ladder Plan 28.2%
No Teacher Incentive Plan 28.2%
Master Teacher Plan 14.1%
Incentive Pay Plan 12.3%
School Incentive Plan 10.8%
Merit Pay Plan 6.4%

[n = 2,496]

EXHIBIT 4

TEACHER PREFERENCES
AND
YEARS TEACHING FULL-TIME
(% favoring adoption)

YEARS TEACHING FULL-TIME	TEACHER INCENTIVE PLAN						TOTAL
	Merit Pay Plan (%)	Master Teacher Plan (%)	Career Ladder Plan (%)	Incentive Pay Plan (%)	School Incentive Plan (%)	No Plan (%)	
Less Than 15 Years	8.1	13.3	26.0	14.5	9.8	28.3	100.0%
15 Years Or More	5.4	14.6	29.5	10.9	11.4	28.1	100.0%
TOTAL	6.4	14.1	28.2	12.3	10.8	28.2	100.0%

(n = 2,496)

EXHIBIT 5

TEACHER PREFERENCES
AND
TEACHER EDUCATIONAL LEVEL
(% favoring adoption)

HIGHEST CREDENTIAL HELD	TEACHER INCENTIVE PLAN						TOTAL
	Merit Pay Plan (%)	Master Teacher Plan (%)	Career Ladder Plan (%)	Incentive Pay Plan (%)	School Incentive Plan (%)	No Plan (%)	
High School Diploma	8.5	15.9	25.6	11.0	9.8	29.3	100.0%
Bachelor's Degree	7.0	11.6	26.1	12.5	14.3	28.5	100.0%
Master's Degree	6.0	15.4	29.4	12.0	9.3	27.8	100.0%
TOTAL	6.4	14.3	28.3	12.2	10.8	28.0	100.0%

(n = 2,435)

(Exhibit 6). However, it should be noted that there was slightly less enthusiasm for the school incentive plan at the senior high school level.

2.4 Attitudes Toward Selection Processes

A key issue accompanying teacher incentive plans has been the difficulty encountered in identifying an adequate evaluation or selection process for identifying meritorious teachers. In this context, the DCPS teacher sample was asked to identify: 1) the type of selection process they thought should be used to designate outstanding teachers; 2) the personnel who should be involved in that process; 3) the criteria that should be applied in the selection process; and 4) the actual performance indicators that should be used in the selection process. Teachers' responses to each of these issues are summarized by Exhibits 7, 8, 9 and 10, respectively.

Almost 40 percent said that a new evaluation process was needed for the selection of teachers for special recognition. Only 11 percent thought that the current DCPS evaluation process should be used (Exhibit 7). The remaining responses were divided among several different alternatives, including selection by a committee or by vote of peers and others. Having established what their opinions were relative to a selection process, teachers were subsequently asked, "Who do you think should be involved in the teacher selection process for incentive pay or special recognition?"

On the whole, teachers were about evenly divided in their opinions of personnel who should be involved in the teacher selection process, but approximately a quarter of those responding were either unsure or didn't know. The greatest proportion, about 45 percent, thought that school principals and expert, experienced teachers in the appropriate subject-area or

EXHIBIT 6

TEACHER PREFERENCES
AND
TYPE OF SCHOOL
(% favoring adoption)

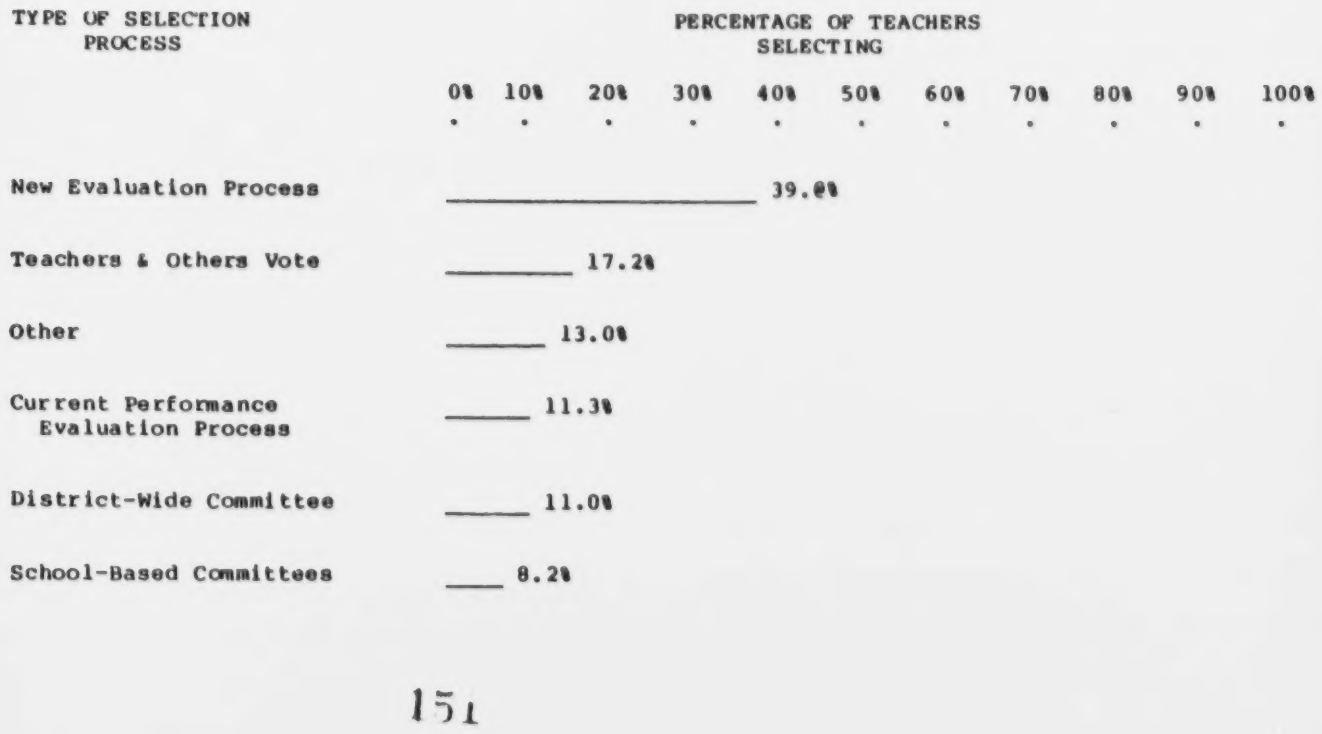
TYPE OF SCHOOL	TEACHER INCENTIVE PLAN						TOTAL
	Merit Pay Plan (%)	Master Teacher Plan (%)	Career Ladder Plan (%)	Incentive Pay Plan (%)	School Incentive Plan (%)	No Plan (%)	
Elementary School	6.1	15.0	27.2	10.1	11.8	29.8	100.0%
Junior High School/ Middle School	6.0	9.9	29.3	16.6	10.4	27.8	100.0%
Senior High School	6.7	15.9	28.6	12.9	6.7	29.1	100.0%
Other	8.1	14.1	30.6	13.9	11.9	21.5	100.0%
TOTAL	6.5	14.2	28.3	12.2	10.8	28.0	100.0%

(n = 2,441)

EXHIBIT 7

TEACHER PREFERENCES FOR TEACHER

INCENTIVE SELECTION PROCESS



grade-level from outside their schools should be involved. Almost 50 percent disapproved of the involvement of DCPS regional or central office administrators in the teacher selection process (Exhibit 8).

The overwhelming majority thought each of the criteria listed should be included as selection criteria. However, four criteria stood out from the others as being somewhat more important: 1) subject matter knowledge (93.1 percent); 2) classroom management skills (91.2 percent); 3) ability to develop innovative teaching strategies (90.9 percent); and 4) generic teaching skills (90.4 percent) (Exhibit 9). In comparison to the other selection criteria, education level (e.g., degrees held) and years of experience were considered less important--61.1 and 71.5 percent, respectively.

As reflected by Exhibit 10, approximately 50 percent of the teachers thought that special observations of classroom performance (50.7 percent), as well as the annual performance rating (46.4 percent), are major factors that should be included in the set of performance indicators. At least two-thirds thought that recommendations of teachers and administrators, evidence of extra effort, and self-evaluations should be at least minor factors as performance indicators. However, most teachers (52 percent) felt that student standardized test scores should <u>not</u> be a factor.

The previous data provided information about the teachers' attitudes toward a selection process for designating outstanding teachers for special recognition or merit pay. In that context, some assessments were made of the current DCPS performance evaluation process as adequate and/or appropriate for the meritorious teacher selection. The ensuing section provides additional information on the DCPS performance evaluation process and teachers' attitudes toward same.

EXHIBIT 8

TEACHER OPINION ON
PERSONS WHO SHOULD BE INVOLVED
IN SELECTING TEACHERS
FOR SPECIAL RECOGNITION

PERSONS	INVOLVEMENT		
	Should Be Involved (%)	Should Not Be Involved (%)	Unsure Don't Know (%)
School Principals	44.0	35.1	20.8
Subject-Area or Grade-Level Supervisors From Outside Your School	39.5	33.0	27.4
Subject-Area or Grade-Level Supervisors From Inside Your School	35.3	37.7	26.9
Department or Grade-Level Chairpersons	34.0	38.6	27.4
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Outside Your School	45.5	28.9	25.6
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Inside Your School	40.3	35.6	24.1
Regional or Central Office Administrators	23.0	48.2	28.9

EXHIBIT 9

TEACHER OPINION ON

CRITERIA FOR SELECTING OUTSTANDING TEACHERS

CRITERION	OPINION			
	Importance (%)	Somewhat Important (%)	Not Important (%)	No Answer (%)
Skill in Classroom Management	79.9	11.3	2.9	5.9
Subject Matter Knowledge	88.3	4.8	1.9	4.9
Generic Teaching Skills	73.9	16.5	3.3	6.3
Ability to Develop Innovative Teaching Strategies	68.1	22.8	3.8	5.3
School Leadership	36.6	40.9	16.1	6.4
Human Relations Skills	64.0	24.8	4.5	6.7
Professional Responsibilities	63.7	25.2	5.3	5.9
Professional Self-Development	65.5	23.8	4.8	5.9
Years of Experience	31.3	40.2	22.8	5.7
Education Level	20.1	41.0	32.8	6.0

EXHIBIT 10

TEACHER PREFERRED

PERFORMANCE INDICATORS

INDICATOR	PREFERENCE			
	Should Be A Major Factor (%)	Should Be A Minor Factor (%)	Should Not Be A Factor (%)	No Opinion (%)
The Annual Performance Rating	46.4	30.8	14.5	8.3
Recommendations From Other Teachers	34.7	33.3	22.9	9.0
Recommendations From Administrators	37.6	36.9	16.5	8.9
Recommendations From Parents	24.3	35.9	31.3	8.6
Student Ratings	17.0	34.0	40.6	8.5
Student Standardized Test Scores	10.5	28.9	52.0	8.6
Evidence of Extra Effort	39.3	32.1	20.8	7.8
Special Observation of Classroom Performance	50.7	30.0	11.4	7.9
Teacher's Self-Evaluation	36.3	38.4	15.4	9.9
Other	7.6	2.3	4.4	85.7

3.0 TEACHER EVALUATION AND CERTIFICATION

3.1 Attitudes Toward the Performance Evaluation Process

Several questions that were posed focused on the number, length of observations and conferences/consultations relative to teaching performance in order to establish how the evaluation process has been implemented thus far in DCPS. Basic findings are reported in Exhibits 11, 12, and 13, while Exhibit 14 provides a summary of all the observations and consultations of teachers by support persons.

Almost all of the teachers reported at least one classroom observation by either the principal or other immediate supervisor. Less than 3 percent said that no classroom observation had been conducted thus far this school year (Exhibit 11). Although half of the teacher thought that the number and length of observations were sufficient to produce accurate assessments of their teaching performance, approximately 50 percent said that they either were not sufficient or didn't know if they were sufficient (Exhibit 12).

The support process involves evaluation conferences and consultations by teachers with their evaluators and/or support persons. As for these evaluation conferences in 1983-84, slightly more than 50 percent of the teachers had either one or none (Exhibit 13). However, about 40 percent of those, who did have the "opportunity" for a consultation with either an evaluator or support person, said that they didn't need it; and less than 15 percent said they had no consultation opportunity with either their evaluator or support person (Exhibit 14). More than half of the teachers received no observations (63.2 percent) or consultations (59.4 percent) with a support person such as department chairperson, subject-area supervisor, or other teacher (Exhibit 15). Approximately 25 percent thought that they

EXHIBIT 11

NUMBER OF CLASSROOM
OBSERVATIONS BY PRINCIPAL
OR OTHER IMMEDIATE SUPERVISOR
REPORTED BY TEACHERS

NUMBER OF OBSERVATIONS	%
None	2.6
1	41.8
2	36.8
3	10.9
4	5.4
5 or more	2.6
TOTAL	100.0%

(n = 2,412)

EXHIBIT 12

TEACHER OPINION ON
NUMBER AND LENGTH
OF OBSERVATIONS

QUESTION: "Do you feel the number and length of observations are sufficient to produce an accurate assessment of your teaching performance?

OPINION	%
Yes	50.5
No	31.4
Don't Know/Unsure	18.0
TOTAL	100.0%

(n = 2,564)

EXHIBIT 13

NUMBER OF EVALUATION
CONFERENCES REPORTED
BY TEACHERS FOR 1983-1984

NUMBER OF CONFERENCES	%
None	9.5
1	41.5
2	38.3
3	7.2
4 or More	3.5
TOTAL	100.0%

(n = 2,338)

EXHIBIT 14

TEACHER OPPORTUNITIES
TO CONSULT WITH EVALUATOR
OR SUPPORT PERSONS
WHEN ASSISTANCE NEEDED

EVALUATOR (n = 2,304)		SUPPORT PERSONS (n = 2,101)	
OPPORTUNITY?	%	OPPORTUNITY?	%
Yes	52.2	Yes	43.0
No	10.9	No	12.1
Yes, but didn't need to	36.9	Yes, but didn't need to	44.8
TOTAL	100.0%	TOTAL	100.0%

EXHIBIT 15

OBSERVATIONS AND CONSULTATIONS
OF TEACHERS BY SUPPORT PERSONS
(i.e., department chairperson,
subject-area supervisor,
or other teacher)

OBSERVATIONS (n = 1,171)		CONSULTATIONS (n = 1,070)	
NUMBER	%	NUMBER	%
None	63.2	None	59.4
1	18.4	1	17.1
2	11.4	2	11.2
3	2.6	3	4.6
4 or More	4.5	4 or More	7.7
TOTAL	100.0%	TOTAL	100.0%

could get the best teaching advice from an expert, experienced teacher from the appropriate subject-area or grade-level; while less than 5 percent thought that department or grade-level chairpersons could provide the best advice on teaching. Most felt that a combination of people (principal, supervisor, and other teacher) could offer the best advice on teaching problems (Exhibit 16).

Finally, while the majority agreed that the current evaluation process accurately reflected their individual performance, almost 50 percent said that the process was not fair and objective for most teachers (Exhibit 17). They were about equally divided on whether or not the current evaluation process helps them to improve their performance or provides sufficient support for teachers needing assistance. Nearly two-thirds (63.4 percent) disagreed with the idea of using the current evaluation process to designate outstanding teachers (Exhibit 17).

Subsequent analysis revealed that some attitudinal differences toward the evaluation process occurred between teachers with different education levels and school assignments (Exhibits 18 and 19). For example, there was a slight tendency for teachers with more education to believe that the current evaluation process did not fairly and objectively rate most teachers. There was also a slight tendency for teachers with more education to believe that the current evaluation process did not provide support for teachers who need it (Exhibit 18). With increased education, there was also a slightly greater tendency for teachers to believe the current evaluation process was not helpful to them in improving their teaching performances. In fact, the higher the level of education, the greater the tendency to disfavor the current teacher evaluation process for designating outstanding teachers.

EXHIBIT 16

TEACHER OPINION OF
WHO PROVIDES BEST
TEACHING ADVICE

SOURCE OF BEST ADVICE	%
The School Principal or Assistant Principal	8.7
A Subject-Area or Grade-Level Supervisor	8.8
The Department or Grade-Level Chairperson	4.3
An Expert, Experienced Teacher from the Appropriate Subject-Area or Grade-Level	24.8
A Combination of the Above	53.3
TOTAL	100.0%

(n = 2,467)

EXHIBIT 17

TEACHER OPINIONS ON
CURRENT PERFORMANCE
EVALUATION PROCESS

ASPECTS OF CURRENT PERFORMANCE EVALUATION PROCESS	OPINION				
	Strongly Agree (%)	Mildly Agree (%)	No Opinion (%)	Mildly Disagree (%)	Strongly Disagree (%)
Current Evaluation Reflects My Performance	42.0	27.3	3.2	11.5	16.0
Current Evaluation Helped Me To Improve My Performance	19.7	25.7	4.5	16.3	33.8
Current Evaluation Fair And Objective For Most Teachers	16.3	30.2	4.1	20.0	29.4
Current Evaluation Provides Sufficient Support For Teachers Needing Assistance	14.1	33.9	4.1	21.8	26.2
Current Evaluation Should Be Used To Designate Outstanding Teachers	13.7	19.2	3.7	14.3	49.1

(n = 2,564)

EXHIBIT 18

TEACHER OPINIONS ON
CURRENT PERFORMANCE EVALUATION PROCESS
AND EDUCATON LEVEL

Aspect of Current Performance Evaluation Process	EDUCATION LEVEL (% Strongly or Mildly Agreeing)			
	Less Than Bachelor's Degree (%)	Bachelor's Degree (%)	Master's Degree (%)	Advanced Degree (%)
Current Evaluation Reflects My Performance	62.4	76.2	70.4	63.6
Current Evaluation Helped Me To Improve My Performance	52.3	53.4	45.3	34.8
Current Evaluation Fair And Objective For Most Teachers	54.1	53.6	46.7	33.3
Current Evaluation Provides Sufficient Support For Teachers Needing Assistance	45.2	55.2	49.1	29.4
Current Evaluation Should Be Used To Designate Outstanding Teachers	44.0	36.6	32.6	28.8

Elementary school teachers were more likely than secondary school teachers to believe that the current teacher evaluation process provided support to teachers who needed it (Exhibit 19). They were also somewhat more likely to believe that the current teacher evaluation process fairly and objectively rates most teachers and that it could be used to designate outstanding teachers.

3.2 Opinions on the Teacher Certification Process

In the related area of teacher certification, teachers were asked, "Which of the following do you think should be required for a teacher to be initially certified to teach?" As reflected by Exhibit 20, the overwhelming majority thought that both the completion of an accredited or state approved teacher training program (88.6 percent) and an internship under the supervision of an expert teacher in the same grade-level or subject-area should be required (71.0 percent). About half thought that a test of subject matter knowledge in the certification area (53 percent) and a test of basic skills ability (48 percent) should be required. However, only one-quarter said that a written test of professional pedagogical knowledge should be required.

4.0 TEACHER WORKING ENVIRONMENT

4.1 Overall Satisfaction

Teachers' responses to the following question were analyzed as a way of determining their overall career satisfaction: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?" Teachers were almost evenly divided on their positive and negative responses to this question. As reflected in Exhibit 21, some 41.5 percent said they certainly or probably would become a teacher again, while 42.0 percent certainly or probably would not. The remainder said the chances were about even for and against becoming a teacher again.

EXHIBIT 19

TEACHER OPINIONS ON
CURRENT PERFORMANCE EVALUATION PROCESS
AND SCHOOL ASSIGNMENT LEVEL

Aspect of Current Performance Evaluation Process	SCHOOL ASSIGNMENT LEVEL (% Strongly or Mildly Agreeing)			
	Elementary School (%)	Junior High School/Middle School (%)	High School (%)	Other (%)
Current Evaluation Reflects My Performance	73.6	67.9	71.6	70.7
Current Evaluation Helped Me To Improve My Performance	52.4	42.5	39.5	45.9
Current Evaluation Fair And Objective For Most Teachers	54.7	43.4	43.5	39.5
Current Evaluation Provides Sufficient Support For Teachers Needing Assistance	57.2	45.2	41.2	40.9
Current Evaluation Should Be Used To Designate Outstanding Teachers	36.6	32.7	29.2	33.3

EXHIBIT 20

TEACHER OPINION
ON
REQUIREMENTS FOR INITIAL
TEACHING CERTIFICATION

REQUIREMENT	OPINION		
	Should Be Required (%)	Should Not Be Required (%)	Don't Know (%)
Completion Of An Accredited Or State Approved Teacher Training Program	88.6	3.9	7.6
A Written Test Of Basic Skills Ability	48.2	31.2	20.5
A Written Test Of Subject Matter Knowledge In Areas Of Certification	53.3	28.3	18.4
A Written Test Of Professional Or Pedagogical Knowledge	25.8	45.8	28.4
An Internship Under The Supervision Of An Expert Teacher In The Same Grade-Level Or Subject-Area	71.0	15.1	13.9

EXHIBIT 21

TEACHER OVERALL
SATISFACTION

Question: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher? (Circle one.)"

SATISFACTION LEVEL	%
Certainly Or Probably Would Become A Teacher	41.5
Chances About Even For And Against	16.5
Certainly Or Probably Would Not Become A Teacher	42.0
TOTAL	100.0%

(n = 2,516)

Analysis of the relationship between teachers' overall satisfaction and their preferences for one of the five specified teacher incentive plans was also conducted (Exhibit 22). While no major differences emerged, there was a very slight tendency for those who said they probably would become teachers again to prefer the career ladder or master teacher plan; while those who said they certainly would not become teachers again more frequently indicated their preference for no teacher incentive plan.

4.2 Specific Work Aspects

In Exhibit 23, teachers' attitudes towards their work environments have been illustrated in terms of the most satisfying to the least satisfying aspect. Clearly, the vast majority (85.8 percent) found their peer relationships very satisfying; and their attitudes toward most other aspects of their working environment were fairly positive. On the other hand, however, nearly 75 percent said they were dissatisfied with public attitudes toward schools; about two-thirds were dissatisfied with student attitudes toward learning and student behavior/discipline; and more than half expressed dissatisfaction with teacher support services, preparation time, noninstructional duties, and opportunities to interact with other professionals.

4.3 Professional Growth

DCPS teachers' attitudes toward their opportunities for professional growth were separately examined as specific working environment aspects (Exhibit 24). Most teachers participated in in-service classes or workshops (80 percent) and education-related college courses (61 percent) during 1982-83 and 1983-84. Few reported having had the opportunity to observe other classrooms or to serve on school committees. Substantial proportions expressed a desire to participate more in meetings or workshops with other

EXHIBIT 22

TEACHER PREFERENCES
AND
OVERALL TEACHER CAREER SATISFACTION

Question: "Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher? (Circle one.)"

OVERALL TEACHER CAREER SATISFACTION	TEACHER INCENTIVE PLAN						TOTAL
	Merit Pay Plan (%)	Master Teacher Plan (%)	Career Ladder Plan (%)	Incentive Pay Plan (%)	School Incentive Plan (%)	No Plan (%)	
Certainly Would	11.3	15.3	29.1	8.5	11.6	24.2	100.0%
Probably	5.3	18.8	31.3	10.3	10.5	23.8	100.0%
50-50	6.0	16.8	29.0	12.3	10.3	25.8	100.0%
Probably Not	4.9	13.7	28.4	14.5	9.8	28.6	100.0%
Certainly Not	3.4	7.9	24.5	14.8	11.1	38.3	100.0%
TOTAL	6.4	14.2	28.3	12.0	10.7	28.3	100.0%

(n = 2,452)

EXHIBIT 23

TEACHER SATISFACTION WITH ASPECTS OF WORK

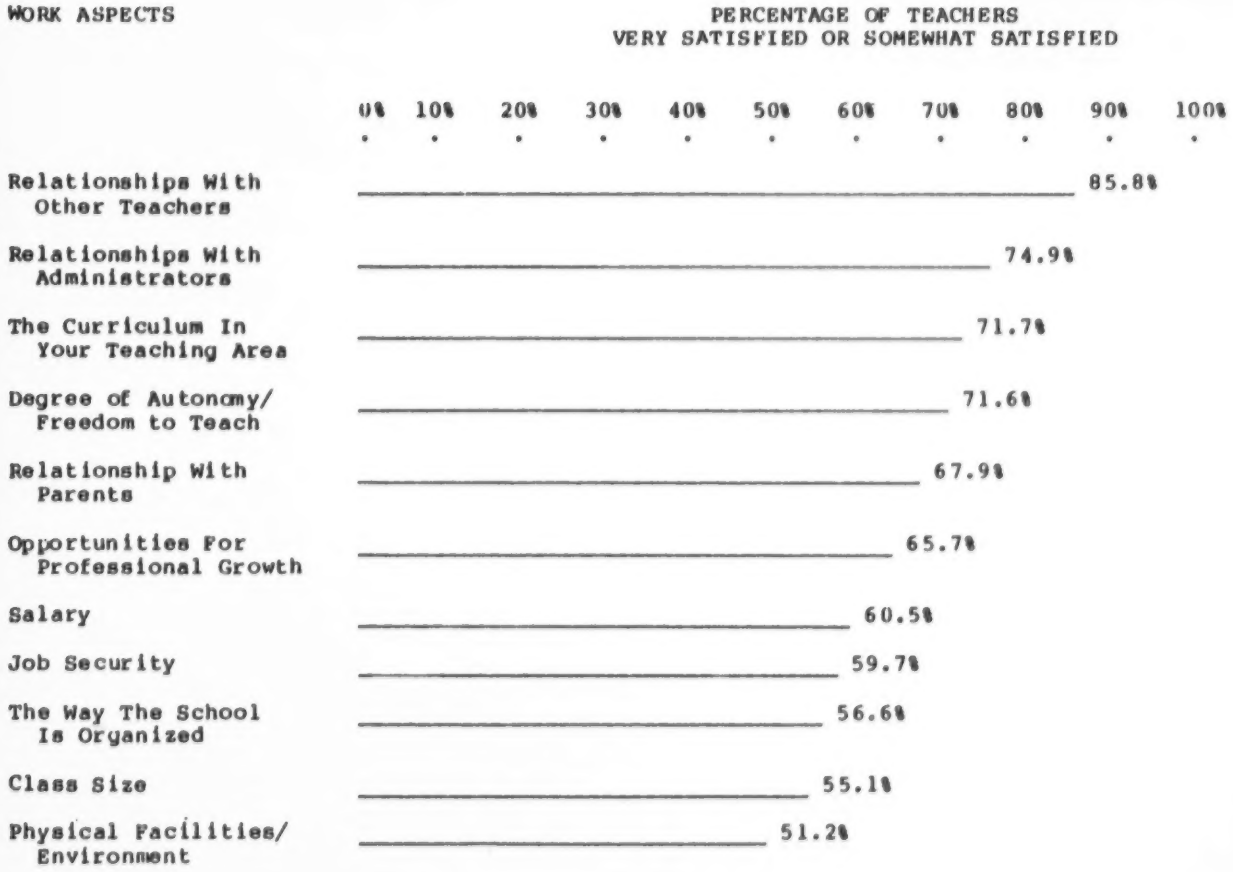


EXHIBIT 23 (Cont'd)

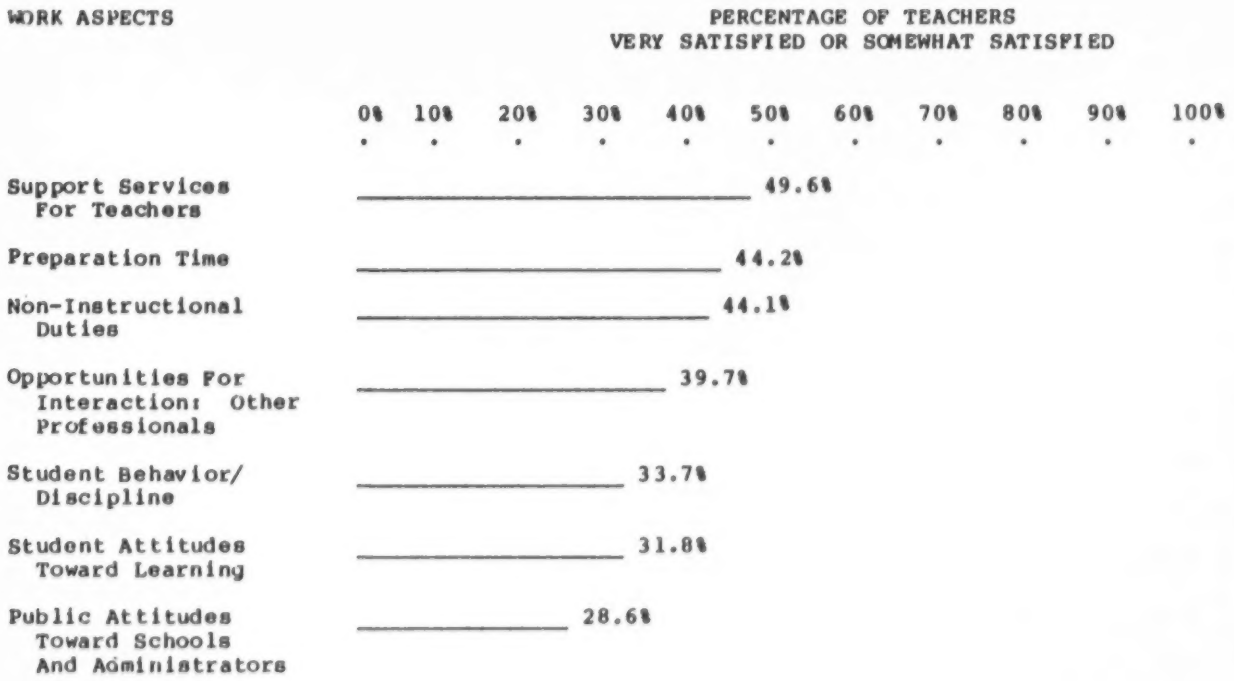


EXHIBIT 24

TEACHER PARTICIPATION

IN PROFESSIONAL GROWTH ACTIVITIES

ACTIVITY	PARTICIPATION		USEFULNESS OF ACTIVITY		
	Participated In During 82-83 or 83-84 (%)	Would like to Participate More (%)	Activity Was Useful (%)	Was Not Useful (%)	No Answer (%)
In-Service Classes or Workshops	79.6	33.4	50.8	7.0	42.2
College Course Related to Education	60.6	28.9	45.4	3.9	50.7
College Courses Not Directly Related to Education	19.2	24.2	24.7	8.7	66.5
Meeting or Conference of Educational Organizations	50.2	36.7	38.1	5.9	56.0
Observing Other Classrooms In Your School or Other Schools	25.4	44.1	33.0	6.7	60.3
Meetings or Workshops With Other Teachers	55.5	48.0	46.4	3.6	50.0
School District or Other Government Committees	16.5	37.3	24.3	7.6	68.1

(n = 2,564)

teachers and in observations of other classrooms (44 percent). Most responses indicated that the professional growth activities were found to be useful; however, about 50 percent did not answer the question on the usefulness of the professional growth activities in which they participated.

4.4 School-Based Satisfaction

Teachers' satisfaction with their respective school environments was also considered in this context. Exhibit 25 summarizes the degree to which teachers agreed about several aspects of their own school work environments. Generally, they indicated satisfaction with their school environments; however, more than half expressed agreement with two ideas: 1) that few advancement opportunities are available (65.2 percent); and 2) staff morale is low (60.2 percent). Slightly more than half (50.7 percent) felt that necessary materials, personnel, and other resources are not available as needed by staff.

4.5 Teacher Retention

In light of their expressions of satisfaction and/or dissatisfaction with their working environments, it was important to assess teachers' plans to remain in or leave teaching. Exhibits 26 and 27, respectively, juxtapose teachers' motivations for entering and leaving the profession. While less than 5 percent said that their primary reason for entering education was for economic considerations, more money in another job ranked highest, at 29.6 percent, as the most likely reason for leaving. "Personal frustration or lack of satisfaction with my own performance," was the second most frequently cited reason (27.3 percent).

For both the 8.1 percent who definitely plan to leave teaching as soon as possible and the 14.9 percent who will probably remain unless something

EXHIBIT 25

TEACHER SCHOOL-BASED SATISFACTION

Please indicate to what extent you agree or disagree with each of the following statements. Read each item as preceded by the phrase:

IN THIS SCHOOL . . .

(Circle only one in each row.)

	Strongly Agree %	Moderately Agree %	Mildly Agree %	No Opinion %	Mildly Disagree %	Moderately Disagree %	Strongly Disagree %
a. Staff members are recognized for a job well done.	24.7	24.6	21.1	5.6	6.5	15.0	2.5
b. The administrator(s) and teachers collaborate in making the school run effectively.	23.7	23.2	20.7	2.0	7.8	7.3	15.2
c. Teachers have the responsibility for making many of the important decisions that affect this school.	15.1	20.2	19.7	2.3	12.9	8.7	21.0
d. When a special problem comes up, this school has viable procedures for working on it.	15.8	22.7	23.5	2.5	9.3	9.2	17.0
e. Experienced teachers let new teachers know what is expected of them.	14.0	21.0	23.2	3.2	11.8	8.6	18.1

EXHIBIT 25 (Cont'd)

		Strongly Agree %	Moderately Agree %	Mildly Agree %	No Opinion %	Mildly Disagree %	Moderately Disagree %	Strongly Disagree %
f.	I feel that I can have imput regarding important decisions that affect me.	31.3	21.3	17.2	1.9	7.6	6.2	14.5
g.	Most people who are teaching in this school find their job rewarding in other than monetary ways.	17.8	22.5	21.8	3.1	10.4	8.5	15.9
h.	Necessary materials, personnel, etc., are readily available by the staff.	8.8	19.8	18.7	2.1	12.1	12.0	26.6
i.	It is often unclear as to who can make decisions.	12.6	15.9	17.2	3.0	13.2	12.6	25.4
j.	The principal sees to it that staff members perform their tasks well.	20.2	25.7	21.4	2.8	8.7	8.0	13.2
k.	There are opportunities for advancement for staff members who work hard at this school.	5.7	4.7	12.6	4.9	16.3	11.7	37.2

EXHIBIT 25 (Cont'd)

		Strongly Agree %	Moderately Agree %	Mildly Agree %	No Opinion %	Mildly Disagree %	Moderately Disagree %	Strongly Disagree %
l.	The morale of staff members is rather low.	26.9	15.6	17.7	2.7	10.9	10.6	15.6
m.	I usually look forward to each working day at this school.	19.4	24.9	21.6	2.3	8.3	7.8	15.7
n.	Excessive rules, administrative details, and red tape make it difficult to get things done.	18.4	15.4	19.5	2.7	13.5	12.0	18.5
o.	There is good communication between staff members and the principal.	22.2	23.2	18.7	2.5	8.6	7.8	17.0

EXHIBIT 26

TEACHERS' PRIMARY REASON

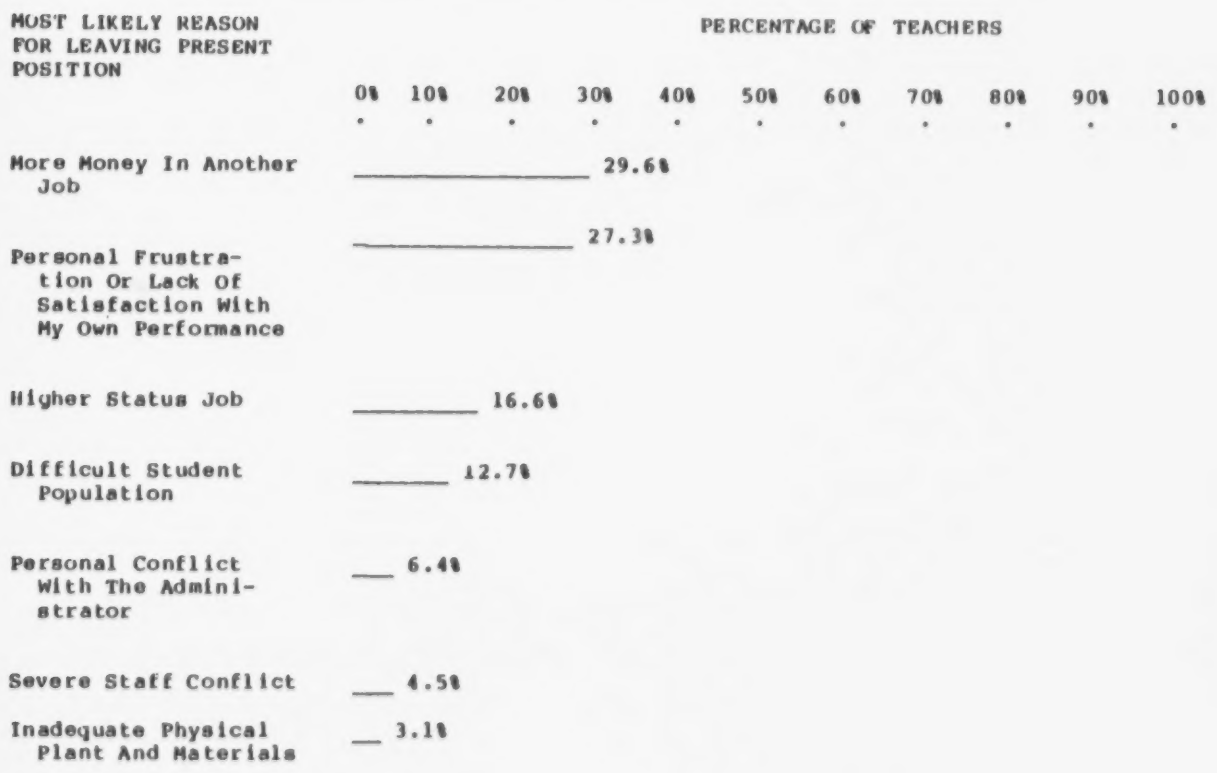
FOR ENTERING EDUCATION PROFESSION

REASON	%
Working Conditions--hours, holidays, job security, etc.	8.3
Interest in subject, always wanted to be a teacher, "felt called"	23.6
Recommended by or influenced by others--such as parents, counselors, etc.	15.2
Inherent values in the profession	11.4
Scholarships/fellowships to become a teacher	1.2
Like children, students, young people	13.0
To help others, to be of service, to teach others	20.8
Economic considerations--availability of job, unable to afford other training, etc.	4.3
Other	2.1
TOTAL	100.0 %

(n = 2,387)

EXHIBIT 27

TEACHERS MOST LIKELY REASON FOR LEAVING PRESENT POSITION



better comes along, money is the primary concern (Exhibits 28 and 29). Almost 25 percent are undecided about how long they will remain in teaching. For this group personal frustration is the main concern, followed by more money in another job. For those who plan to stay until eligible or required to retire (54 percent), a similar pattern pertains.

Further examination of the relationship between teachers' career plans and their years of experience (Exhibit 30), education level (Exhibit 31), type of school assignment (Exhibit 32), and position titles (Exhibit 33) revealed several noteworthy findings. Teachers with less than 15 years of experience were twice as likely as those with more than 15 years to indicate plans to leave as soon as possible or to remain only until something better comes along. Career plans of teachers with higher (advanced) degrees were in every instance different from those with the Master's degrees or less. For example, approximately 25 percent of those with advanced degrees said they would leave as soon as possible, as compared to less than 10 percent of those with Master's degrees or less. Only about one-third of special education teachers said they planned to remain until retirement. There was also a slight tendency for persons in the field of industrial arts/vocational education, bilingual education, supervision, and school psychology to indicate plans to leave as soon as possible (Exhibit 34).

5.0 TEACHER CHARACTERISTICS

5.1 Assignment

As reflected in Exhibits 35 and 36, the vast majority of the sample are either classroom, special education or resource/transition teachers; less than 20 percent of the total sample hold non-teaching assignments. Slightly more than 50 percent are assigned to elementary schools; while remaining

EXHIBIT 28

TEACHER CAREER PLANS

QUESTION: "How long do you plan to remain in teaching? (Circle One)"

CAREER PLANS	%
Until <u>required</u> to retire	12.9
Until I am <u>eligible</u> for retirement	41.0
Will probably continue unless something better comes along	14.9
Definitely plan to leave teaching as soon as I can	8.1
I am undecided at this time	23.1
TOTAL	100.0 %

(n = 2,510)

EXHIBIT 29

TEACHER CAREER PLANS
AND PRIMARY REASONS FOR LEAVING

CAREER PLANS	MOST LIKELY REASON FOR LEAVING PRESENT POSITION (% Strongly or Mildly Agreeing)							TOTAL
	More Money In Another Job (%)	Severe Staff Conflict (%)	Higher Status Job (%)	Inadequate Physical Plant And Materials (%)	Personal Conflict With Admin. (%)	Personal Frus-tration (%)	Difficult Student Population (%)	
Remain In Teaching Until Retirement	24.7	5.5	14.4	4.0	7.0	31.4	12.9	100.0%
Remain In Teaching Until Something Better	48.5	2.5	22.1	1.1	4.2	14.3	7.3	100.0%
Definitely Will Leave As Soon As Possible	44.0	1.0	17.8	2.6	8.4	8.9	17.3	100.0%
Undecided	23.9	4.1	17.1	2.8	5.8	32.3	13.9	100.0%

EXHIBIT 30

TEACHER CAREER PLANS

AND YEARS EXPERIENCE

CAREER PLANS	YEARS EXPERIENCE	
	LESS THAN 15 YEARS EXPERIENCE (%)	15 YEARS OR MORE EXPERIENCE (%)
Remain in Teaching Until Retirement	38.5	63.1
Remain in Teaching Until Something Better	22.3	10.5
Will Definitely Leave As Soon As Possible	11.5	6.0
Undecided	27.6	20.3
TOTAL	100.0%	100.0%

(n = 2,510)

EXHIBIT 31

TEACHER CAREER PLANS

AND EDUCATION LEVEL

CAREER PLANS	EDUCATION LEVEL			
	Less Than Bachelor's Degree (%)	Bachelor's Degree (%)	Master's Degree (%)	Higher Degree (%)
Remain in Teaching Until Retirement	56.6	53.6	55.2	33.7
Remain in Teaching Until Something Better	15.7	15.5	14.7	17.3
Will Definitely Leave As Soon As Possible	3.6	6.7	7.9	23.5
Undecided	24.1	24.2	22.1	25.5
TOTAL	100.0%	100.0%	100.0%	100.0%

(n = 2,454)

EXHIBIT 32

TEACHER CAREER PLANS

AND TYPE OF SCHOOL ASSIGNMENT

CAREER PLANS	SCHOOL ASSIGNMENT			
	Elementary School (%)	Junior High School or Middle School (%)	Senior High School (%)	Other (%)
Remain in Teaching Until Retirement	58.1	51.5	54.8	42.2
Remain in Teaching Until Something Better	13.8	14.3	17.2	18.3
Will Definitely Leave As Soon As Possible	6.4	10.6	6.3	12.1
Undecided	21.6	23.6	21.7	27.4
TOTAL	100.0%	100.0%	100.0%	100.0%

EXHIBIT 33

TEACHER CAREER PLANS

AND CURRENT POSITION TITLE

CAREER PLANS	CURRENT ASSIGNMENT					
	Classroom Teacher (%)	Special Education Teacher (%)	Resource Teacher/ Transition Teacher (%)	Counsellor (%)	Librarian/ Media Specialist (%)	Other (%)
Remain in Teaching Until Retirement	55.5	34.0	59.9	60.0	62.3	45.6
Remain in Teaching Until Something Better	14.3	22.3	12.4	17.6	15.3	17.1
Will Definitely Leave As Soon As Possible	8.3	10.6	5.4	3.5	5.9	11.4
Undecided	22.0	33.0	22.3	18.8	16.5	25.9
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

(n = 2,442)

EXHIBIT 34

TEACHER CAREER PLANS

AND TEACHING AREA

TEACHING AREA	CAREER PLANS				TOTAL
	Remain In Teaching Until Retirement (%)	Remain In Teaching Until Something Better (%)	Will Definitely Leave As Soon As Possible (%)	Undecided (%)	
English (N=396)	55.8	12.4	8.3	23.5	100.0%
Reading (N=244)	52.0	14.3	10.2	23.4	100.0%
Mathematics (N=269)	52.0	15.2	10.4	22.3	100.0%
Social Studies (N=158)	53.8	15.2	9.5	21.5	100.0%
Science (N=169)	52.1	13.6	7.7	26.6	100.0%
Art (N=55)	49.1	18.2	10.9	21.8	100.0%
Music (N=63)	58.8	15.9	9.5	15.9	100.0%
Foreign Languag (N=46)	47.8	19.6	6.5	26.1	100.0%
Industrial Arts/ Voc. Ed. (N=55)	40.0	21.8	14.5	23.6	100.0%
Business Education (N=74)	62.2	10.8	9.5	17.6	100.0%

EXHIBIT 34

TEACHER CAREER PLANS

AND TEACHING AREA (Cont'd)

TEACHING AREA	CAREER PLANS				TOTAL
	Remain In Teaching Until Retirement (%)	Remain In Teaching Until Something Better (%)	Will Definitely Leave As Soon As Possible (%)	Undecided (%)	
Home Economics (N=32)	46.9	18.8	6.3	28.1	100.0%
Special Education (N=156)	36.5	21.2	10.3	32.1	100.0%
Health and Physical Education (N=65)	61.5	7.7	3.1	27.7	100.0%
Early Childhood Education (N=117)	53.8	14.5	8.5	23.1	100.0%
Elementary Education (N=547)	60.0	12.8	7.7	19.6	100.0%
Driver and Safety Education (N=3)	33.3	66.7	0.0	0.0	100.0%
Administration/ Supervisor (N=5)	40.0	0.0	20.0	40.0	100.0

EXHIBIT 34

TEACHER CAREER PLANS

AND TEACHING AREA (Cont'd)

TEACHING AREA	CAREER PLANS				TOTAL
	Remain In Teaching Until Retirement (%)	Remain In Teaching Until Something Better (%)	Will Definitely Leave As Soon As Possible (%)	Undecided (%)	
Bilingual Education (N=17)	47.0	11.8	23.5	17.6	100.0%
Counseling (N=68)	53.0	22.1	5.9	19.1	100.0%
Library Science (N=67)	58.2	19.4	6.0	16.4	100.0%
School Psychology (N=3)	33.3	0.0	66.7	0.0	100.0%
Adult Education (N=40)	52.5	10.0	12.5	25.0	100.0%

EXHIBIT 35

TEACHER CHARACTERISTICS:

CURRENT TEACHER ASSIGNMENT

ASSIGNMENT	%
Classroom Teacher	69.0
Special Education Teacher	7.7
Resource Teacher/ Transition Teacher	9.8
Counselor	3.5
Librarian/Media Specialist	3.5
School Psychologist/ Social Worker	0.6
Other	6.0
TOTAL	100.0%

(n = 2,481)

EXHIBIT 36

TEACHER CHARACTERISTICS:
TYPE OF SCHOOL
FOR MAJOR ASSIGNMENT

TYPE OF SCHOOL	%
Elementary School (Including Pre-kindergarten)	52.0
Junior High School or Middle School	16.5
Senior High School	15.2
Other	16.3
TOTAL	100.0 %

(n = 2,499)

assignments to middle/junior high, senior high and other types of schools are just about evenly divided.

5.2 Experience

Only 6 percent have five years or less teaching experience, and in fact some 84.0 percent have had between 11 and 30 years of teaching experience (Exhibit 37).

5.3 Education

Over 60 percent of the DCPS teachers and other ET-15s responding had earned Master's degrees; 30 percent had Bachelor's degrees; and only about 4 percent each had less than the Bachelor's degree or had advanced higher degrees (Exhibit 38).

5.4 Teacher Area, Teacher Certification and Academic Major

According to Exhibit 39, the majority of all teachers responding (85.2 percent) said that the time they spend teaching grades or subjects different from their certification area was "never" or "less than 10 percent of the time." However, non-elementary school teachers who were teaching English, mathematics, reading, science, or social studies, but who were not certified in these fields, averaged nearly 25 percent (Exhibit 40).

5.5 Additional Activities

Approximately 40 percent of DCPS teachers reported their non-paid participation in each of three major areas: extracurricular activities (other than teaching), curriculum/staff development for teachers and as chairperson/coordinator positions (Exhibit 41). Nearly 6 percent of DCPS teachers reported coaching with pay; an additional 2 percent do so without pay.

EXHIBIT 37

TEACHER CHARACTERISTICS:

YEARS TEACHING FULL-TIME

YEARS TEACHING FULL-TIME	%	CUMULATIVE %
5 Years or Less	6.4	6.4
6 - 10 Years	9.6	16.0
11 - 15 Years	24.3	40.3
16 - 20 Years	29.0	69.3
21 - 25 Years	17.3	86.6
26 - 30 Years	10.5	97.1
More than 30 Years	2.9	100.0

(n = 2,417)

EXHIBIT 38

TEACHER CHARACTERISTICS:
EDUCATION

HIGHEST CREDENTIAL HELD	%
Less Than Bachelor's Degree	3.5
Bachelor's Degree	30.6
Master's Degree	62.1
Higher Degree (e.g., Ph.D, J.D.)	4.0
TOTAL	100.0%

(n = 2,493)

EXHIBIT 39

TEACHER & TIME TEACHING
GRADES OR SUBJECTS DIFFERENT
FROM CERTIFICATE

PERCENTAGE TIME TEACHING OUT OF CERTIFICATE	% OF TEACHERS
Never	67.9
Less than 10%	17.3
10% to 29%	7.9
30% to 49%	2.5
50% or More	4.4
TOTAL	100.0 %

(n = 2,341)

EXHIBIT 40

NON-ELEMENTARY SCHOOL TEACHERS
BACKGROUND IN FIELD

TEACHING/ACTIVITY FIELD	BACKGROUND	
	Major Or Minor In Field (%)	Certification In Field (%)
English	70.8	74.8
Reading	19.6	43.3
Mathematics	48.7	63.5
Social Studies	64.0	71.7
Science	72.3	76.8
Art	68.6	82.9
Music	83.9	12.5
Foreign Language	73.2	82.5
Industrial Arts	56.4	83.6
Business Education	78.7	88.0
Home Economics	84.4	96.8
Health and Physical Education	76.3	92.1

EXHIBIT 40 (Cont'd)

NON-ELEMENTARY SCHOOL TEACHERS
BACKGROUND IN FIELD

TEACHING/ACTIVITY FIELD	BACKGROUND	
	Major Or Minor In Field (%)	Certification In Field (%)
Special Education	64.8	88.9
Early Childhood Education	61.1	93.8
Counseling	45.5	91.1
Library Science	60.0	84.0
Adult Education	14.3	52.8

EXHIBIT 41

TEACHER PARTICIPATION
IN ACTIVITIES BEYOND
NORMAL TEACHING OR
SERVICE ASSIGNMENT

ACTIVITY	PARTICIPATION		
	Participate But Not Paid (%)	Participate With Pay (%)	Did Not Participate (%)
Coaching	5.8	2.1	92.0
Extracurricular	39.2	2.6	58.2
Curriculum Development, Staff Development for Teachers	33.1	1.8	65.1
Chairperson/Coordinator	41.6	0.6	57.8
Other	6.7	0.9	92.3

6.0 ADMINISTRATOR SURVEY

DCPS school-based administrators would also be directly affected by any teacher incentive plan adopted; therefore, a survey was conducted of their views about teaching incentive plans and incentives/disincentives to teacher retention and to high quality teaching.

6.1 Attitudes Toward Incentive Plans

The vast majority of the administrators (over 80 percent) considered the existing DCPS teacher incentive awards to be useful. They ranked the Superintendent's Teacher Incentive Awards and the School Improvement Staff Development Awards as most useful for encouraging improved teaching. On the whole, more administrators than teachers were aware of the existing teacher incentive awards; however, almost half of them were also unaware of the Ward II incentive awards (Exhibit 42).

As for their opinions of the five proposed teacher incentive plans, administrators, like teachers, approved of the master teacher and career ladder plans at 84.7 and 77.8 percent, respectively (Exhibit 43). Administrators were least enthusiastic about a school-based merit pay plan or an incentive pay plan, with more than half disapproving of these two alternatives.

Relative to the actual DCPS adoption of one of the five incentive plans, administrators' rankings mirrored their approval votes. However, at 13.1 percent, administrators were less likely than teachers to indicate a preference for none of the plans (Exhibit 44).

6.2 Attitudes Toward Teacher Evaluation/Selection Processes

Administrators were also asked to indicate their opinions about a selection process, as well as evaluation criteria, for designating teachers for special recognition. More than half said that an entirely new evaluation

EXHIBIT 42

ADMINISTRATORS' OPIN

EXISTING TEACHER A

AWARD	Very Useful (%)	Somewl Usef (%)	Plan Unknown (%)
			6.3
Agnes Meyer Outstanding Teacher Award	47.9	38.9	2.1
National Teacher of the Year Award	43.1	43.8	17.4
Washington Post Grant In Education Award	34.7	43.1	2.1
Superintendent's Incentive Award	61.8	33.3	44.5
			10.4
Ward II Incentive Award	18.8	29.9	
School Incentive Staff Development Award Program (SISDA)	52.1	33.3	

(n = 144)

EXHIBIT 43

ADMINISTRATOR OPINIONS

ON TEACHER INCENTIVE PLANS:

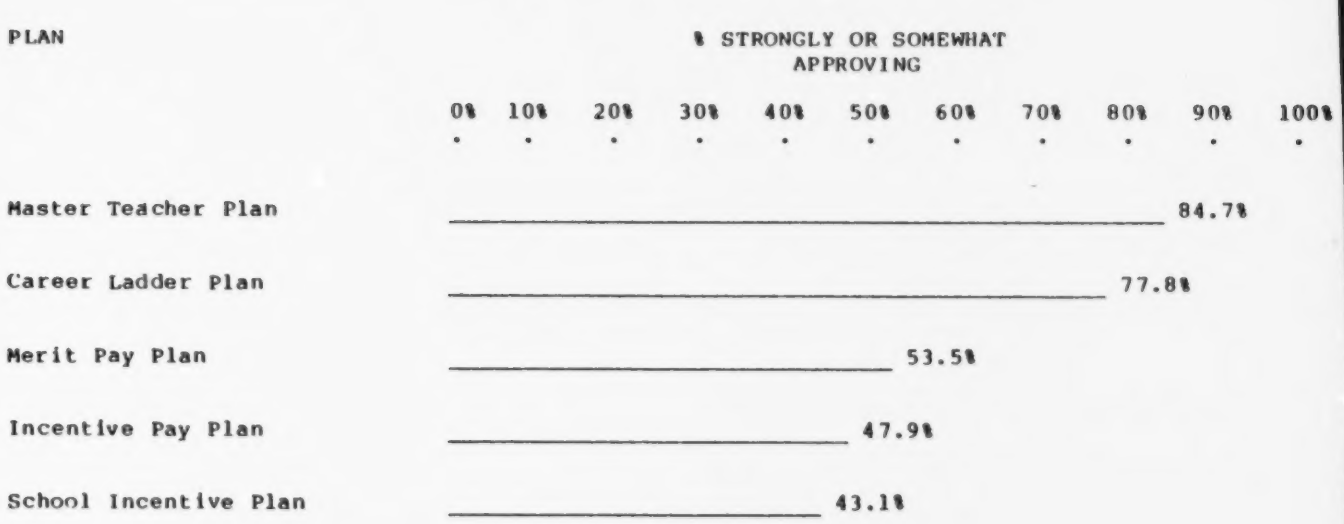
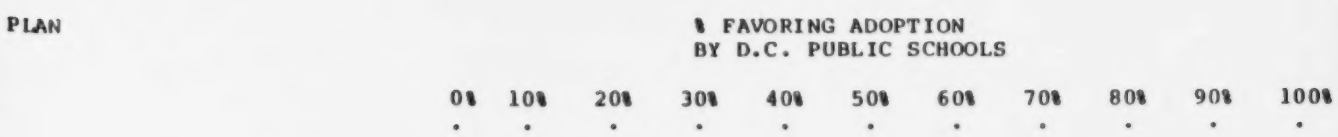


EXHIBIT 44

ADMINISTRATORS OPINIONS
ON PLAN FOR ADOPTION
BY D.C. PUBLIC SCHOOLS


PLAN
% FAVORING ADOPTION
BY D.C. PUBLIC SCHOOLS
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Master Teacher Plan 29.2%
Career Ladder Plan 25.5%
Merit Pay Plan 13.9%
None of the Above 13.1%
School Incentive Plan 11.7%
Incentive Pay Plan 6.6%

process would be in order, while a scant 2.3 percent indicated the current teacher evaluation process should be used (Exhibit 45).

Like teachers, administrators were in favor of the use of expert, experienced teachers in the appropriate subject-areas/grade-levels from outside the school (56.9 percent); and a full 84.0 percent thought that school principals should be involved in the teacher selection process (Exhibit 46). However, they were much more in favor of the involvement of regional or central office administrators (52.8 percent) than were the teachers and other ET-15 personnel. Exhibits 47 and 48 reflect how the administrators, many of whom are actively involved in teacher evaluation, actually view the current evaluation process. The overwhelming majority of administrators agreed that the current evaluation process fairly and accurately rates most teachers; and slightly more than half thought that the evaluation process provided sufficient support to teachers needing assistance. However, only 34 percent thought that the current DCPS evaluation process should, in fact, be used to designate outstanding teachers.

6.3 Attitudes Toward Incentive Plans for Principals

In addition to their views of teacher incentive plans, administrators' attitudes about principal incentive plans were examined. As reflected by Exhibit 49, principals tended to be positive about an incentive pay plan for the principals, with slightly more than half approving a merit pay plan and only 9 percent preferring no incentive plan.

6.4 Career Plans

Administrators were also asked about their plans to remain in their present positions. Similar to the teacher sample, administrators' plans to remain in their present positions until retirement were less than definitive.

EXHIBIT 45

ADMINISTRATOR PREFERENCES
FOR
TEACHER INCENTIVE
SELECTION PROCESS

SELECTION PROCESS PREFERRED	%
Current teacher evaluation process	2.3
New evaluation process	55.6
District-wide committee	22.6
School-based committees	10.5
Teachers and others vote	6.8
Other	2.3
TOTAL	100.0%

(n = 133)

EXHIBIT 46

ADMINISTRATOR OPINION ON
PERSONS WHO SHOULD BE INVOLVED
IN SELECTING TEACHERS
FOR SPECIAL RECOGNITION

PERSONS	INVOLVEMENT		
	Should Be Involved (%)	Should Not Be Involved (%)	Unsure Don't Know (%)
School Principals	84.0	6.9	9.0
Subject-Area or Grade-Level Supervisors From Outside Your School	65.3	17.4	17.4
Subject-Area or Grade-Level Supervisors From Inside Your School	43.8	34.7	21.5
Department or Grade-Level Chairpersons	27.8	43.1	29.1
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Outside Your School	56.9	21.5	21.5
Experts, Experienced Teachers in the Appropriate Subject-Area or Grade-Level From Inside Your School	38.9	36.8	24.3
Regional or Central Office Administrators	52.8	25.0	22.2

EXHIBIT 47

ADMINISTRATORS OPINIONS
ON CURRENT TEACHER
EVALUATION PROCESS

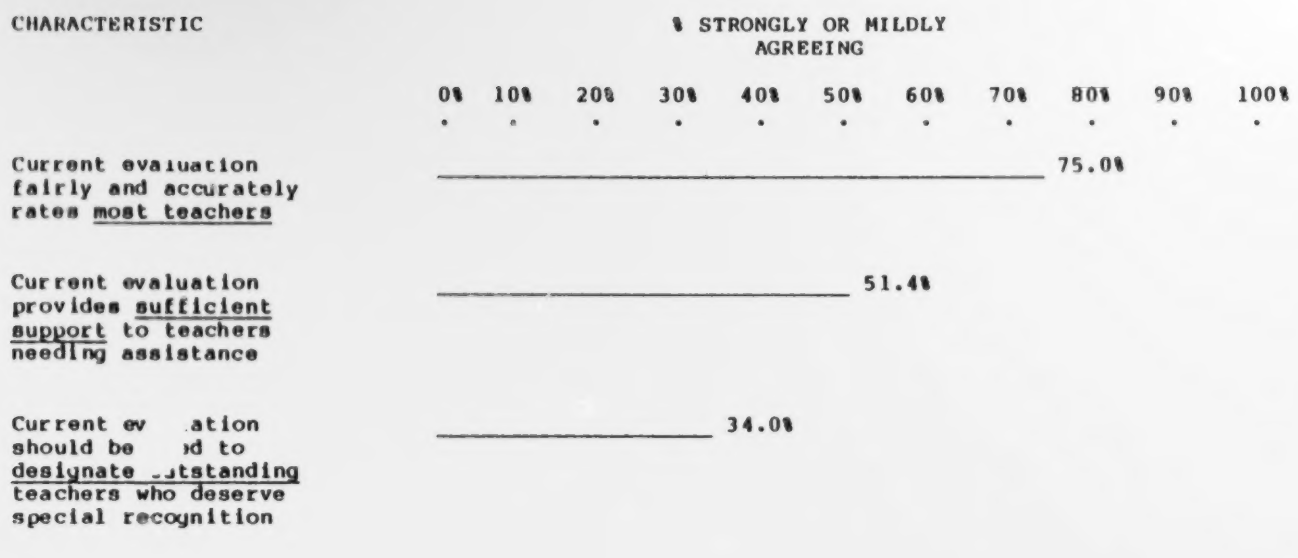

CHARACTERISTIC
% STRONGLY OR MILDLY AGREEING
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Current evaluation fairly and accurately rates most teachers
75.0%
Current evaluation provides sufficient support to teachers needing assistance
51.4%
Current ev ation should be d to designate utstanding teachers who deserve special recognition
34.0%

EXHIBIT 48

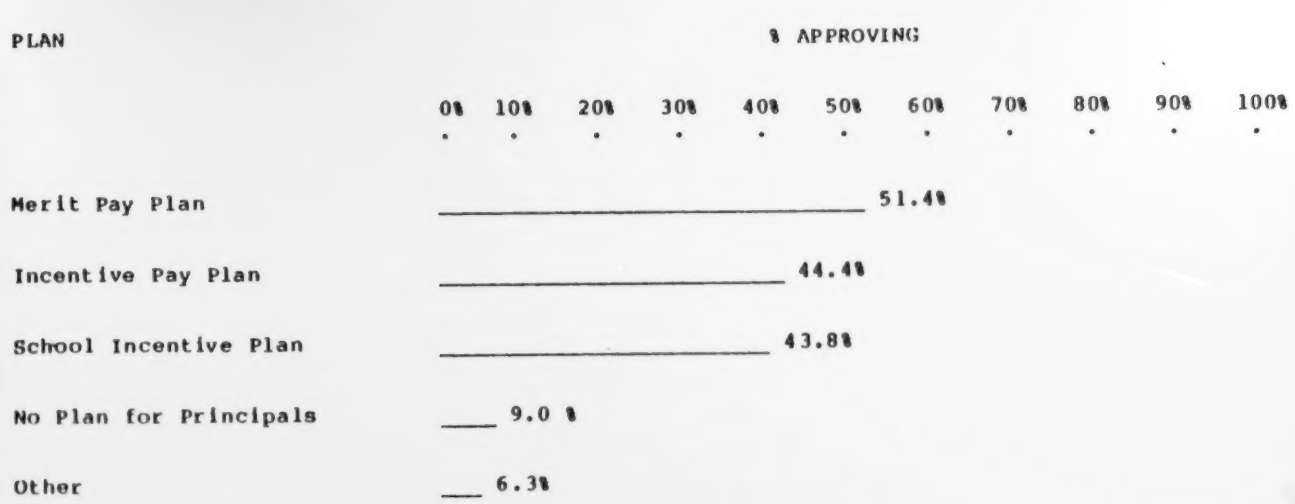
ADMINISTRATOR OPINIONS
ON CURRENT TEACHER
EVALUATION PROCESS

CHARACTERISTIC	OPINION				
	Strongly Agree (%)	Mildly Agree (%)	No Opinion (%)	Mildly Disagree (%)	Strongly Disagree (%)
The current teacher evaluation process produces fair and accurate ratings of most teachers' performances	25.7	49.3	1.4	11.8	11.8
The current teacher evaluation process provides sufficient support to teachers who need assistance	10.4	41.0	1.4	27.1	20.1
The current teacher evaluation system should be used to designate outstanding teachers who deserve special recognition	10.4	23.6	2.8	25.0	38.2

EXHIBIT 49

ADMINISTRATOR OPINIONS

ON PRINCIPAL INCENTIVE PLANS



As reflected in Exhibit 50, 26.6 percent said they would probably continue unless something better comes along, and approximately one-third were still undecided. Based on these findings, assessment of the level of satisfaction of DCPS administrators was of interest.

6.5 Administrator Satisfaction

Consistent with the findings of the teacher survey, administrators rated very highly their satisfaction with their relationships with teachers (95.1 percent); while relationships with parents were rated next highest at 94.4 percent (Exhibits 51 and 52). Generally, administrators' overall satisfaction levels were high, and they did not indicate the same level of dissatisfaction with either student attitudes and behavior or public attitudes toward schools and administrators as did teachers, although these areas were lowest on the satisfaction scale.

ADMINISTRATOR CAREER PLANS

HOW LONG PLAN TO REMAIN IN PRESENT POSITION	%
Until <u>required</u> to retire	6.5
Until <u>eligible</u> for retirement	28.8
Probably continue unless something better comes along	26.6
Definitely plan to leave as soon as I can	4.3
Undecided	33.8
TOTAL	100.0%

(n = 139)

EXHIBIT 51

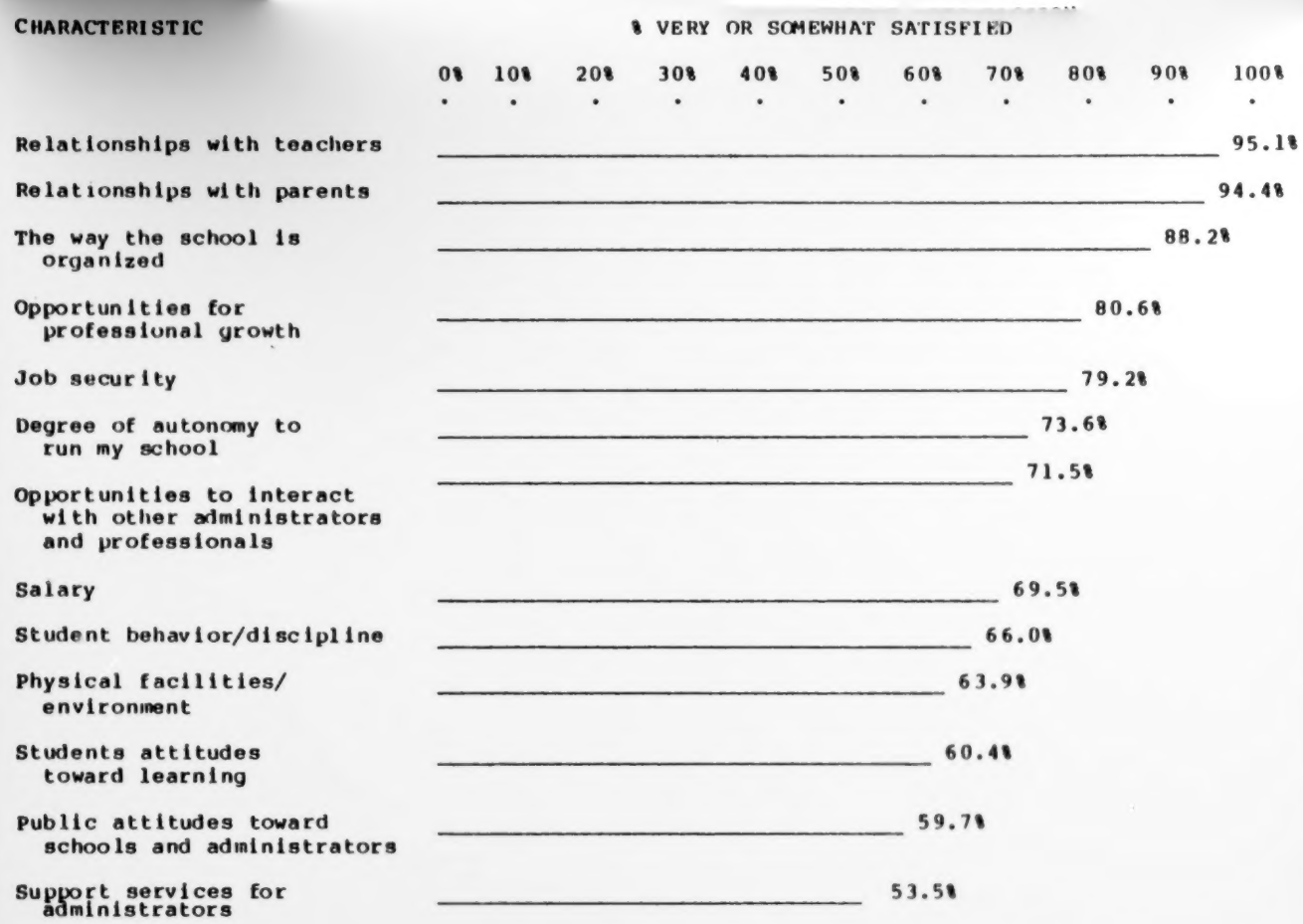

CHARACTERISTIC
% VERY OR SOMEWHAT SATISFIED
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Relationships with teachers
95.1%
Relationships with parents
94.4%
The way the school is organized
88.2%
Opportunities for professional growth
80.6%
Job security
79.2%
Degree of autonomy to run my school
73.6%
Opportunities to interact with other administrators and professionals
71.5%
Salary
69.5%
Student behavior/discipline
66.0%
Physical facilities/ environment
63.9%
Students attitudes toward learning
60.4%
Public attitudes toward schools and administrators
59.7%
Support services for administrators
53.5%

EXHIBIT 52

ADMINISTRATOR SATISFACTION

	Very Satisfied (%)	Somewhat Satisfied (%)	No Opinion (%)	Somewhat Dissatisfied (%)	Very Dissatisfied (%)
Salary	13.9	55.6	3.5	20.1	6.9
Physical facilities/ environment	27.8	36.1	2.8	22.9	10.4
Job security	35.4	43.8	0.7	11.8	8.3
Public attitudes toward schools and administrators	10.4	49.3	0.7	27.8	11.8
Opportunities to interact with other administrators and professionals	24.3	47.2	2.8	17.4	8.3
Relationships with parents	45.8	48.6	2.1	2.8	0.7
Students attitudes toward learning	12.5	47.9	0.7	26.4	12.5
Student behavior/discipline	17.4	48.6	1.4	22.9	9.7
Relationships with teachers	46.5	48.6	0.7	3.5	0.7
Opportunities for professional growth	43.1	37.5	0.7	13.2	5.6
Degree of autonomy to run my school	25.7	47.9	3.5	16.7	6.3
Support services for administrators	18.8	34.7	2.1	33.3	11.1
The way the school is organized	37.5	50.7	1.4	6.9	3.5

CERTIFICATION PRACTICES IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

prepared by

Suzanne Benda

I. POLICIES AND PROCEDURES GOVERNING CERTIFICATION OF PROSPECTIVE EMPLOYEES

A. General Policy

The District of Columbia Comprehensive Merit Personnel Act (CMPA) provides for the creation of the Educational Service for all employees of the District of Columbia Board of Education (D.C. Law 2-139, Title VIII(A), Section 801). Prior to 1980, the District of Columbia Public Schools' (DCPS) certification practices were governed by D.C. Law Title 31. As of January 1980, the rules of the Board of Education govern certification policies and procedures, having the same effect as law. Chapter 3 of the Board Rules of the CMPA lists the rules and license requirements for certification and recertification.

The Superintendent of Schools establishes the eligibility requirements of appointment and promotion for all employees. The Superintendent is responsible for establishing a process which provides for the state certification of educational personnel who seek certification under licenses authorized by the Board of Education. Most teachers are ET employees (Former Teachers' Salary Act - classes 1-15) and must satisfy the requirements of the applicable license as approved by the Board of Education. Employees of the EG schedule (the category for the Former General Schedule) are certified according to the X-118 qualification standards of the Division of Human Resource Management and other applicable criteria established for the

individual position by the Director of Human Resource Management. A small number of teachers hold appointments in the EG category.

The Department of Certification and Accreditation was established in 1981 with responsibility to administer certification and recertification procedures for state certification. The Division of Human Resource Management retains the responsibility to certify any ET or EG employee applying for a specific position as advertised by that division. The same standards and requirements apply no matter the certifying agent.

No person is eligible to hold the position of administrator, supervisor, teacher or other public school position for which certificates are issued, unless the person has met the requirements appropriate for that position. Five year certificates are issued to administrators, supervisors, teachers or others who have successfully met the performance requirements to become permanent employees.

B. Categories of Certification

Certificates are issued in five categories:

1. Probationary Standard - A standard certificate is issued when the applicant submits evidence of having completed general and professional preparation as specified for the particular certificate license. A person employed with a Probationary Standard certificate is required to serve a two year probationary period during which time he must maintain a satisfactory rating. When permanent status is granted, the employee is issued a five year certificate.
2. Probational Provisional - The applicant who is employed with a provisional certificate serves for a period of two years,

during which time he must maintain a satisfactory rating as well as meet specific course requirements. The applicant must have no more than nine course credits to complete toward full certification to be hired as a provisional employee. At the end of the two year contract, if the person meets all requirements, he can become a permanent employee with standard certification for five years.

3. Temporary - Applicants who meet only minimum requirements are granted a temporary certificate. The temporary certificate is valid for one school year, but the person can be terminated at any time if a qualified person becomes available. Temporary appointments can be renewed each year. The temporary status does not always reflect a person's qualifications; it is an employment category. A permanent employee who is subject to reduction-in-force may be hired as a temporary teacher in a teaching area other than the one in which he was certified as permanent.
4. Temporary Emergency - A temporary emergency permit may be issued by the Department of Certification and Accreditation as a form of certification only at the request of the school officer when schools cannot secure a teacher who meets the requirements for the temporary certificate. The state board of education policy with respect to the granting of such temporary emergency permits is predicated upon the belief that holders of valid certificates and persons who can qualify for regular state certification warrant prime

consideration and should be given priority status. A temporary emergency permit is valid for a period of one school year.

5. Substitute - The Director of Human Resource Management is authorized to certify and employ substitute teachers for service and to pay such substitutes the rate of compensation fixed by the Board of Education. In order to serve as a substitute teacher, a person must hold a teaching certificate currently in force or a substitute permit issued by the Department of Certification and Accreditation. A substitute permit is valid for a period not to exceed the current school year.

C. Formulation of License Requirements

The Department of Certification and Accreditation is responsible for facilitating the process for the formulation of requirements for each license category and for reviewing these requirements every five years.

The Director of Certification and Accreditation identifies the person who will participate on the license review team and designates where possible the Supervising Director of an educational area to serve as the team chairperson. The Supervising Director selects the team members, who consist of: (1) teachers in the particular educational area who have consistently received outstanding ratings, (2) a person from a national organization in the educational area who represents the educational requirements recommended by that organization, and (3) a person in the particular educational area from a college or university representing the requirements for study recommended at the college level.

The team submits its recommended licenses to the Director of Certification and Accreditation who reviews them and forwards them to the Associate Superintendent for appropriate action. The Superintendent's executive council reviews the recommended licenses and submits them to the Board of Education for approval.

The requirements for each license category are reviewed every five years; if there is a major shift in a field, the Department of Certification and Accreditation would review the requirements before the end of the five year period and initiate the appropriate action to accommodate the new trend in the field.

D. Application Procedures

1. Employment - Applicants for positions in the Educational Service must file an employment application with the Division of Human Resource Management, and must submit such other supporting documents as may be required, including, but not limited to, records of prior experience, verification of professional or technical preparation, and official transcripts from issuing institutions.

2. Certification - Applicants for state certification must complete a certification application obtained from the Department of Certification and Accreditation. To receive a certificate the applicant must meet the specific license requirements, and must submit the following to the Department of Certification and Accreditation:

   a. official transcripts of all credits, signed and sealed by the registrar; and

b. in those cases where specified experience is a condition for certification, a notarized statement from the employer for whom the applicant has worked as to the length and quality of the experience as well as a character reference.

Upon receipt of the application, the Department of Certification and Accreditation reviews all credentials. If the applicant is found to meet all requirements, the Department sends a letter of eligibility to the applicant to that effect. If the applicant does not meet all requirements, the Department sends a letter advising the applicant of what must be done to meet these requirements.

E. Initial Certification Restrictions

All graduate and undergraduate credits and degrees accepted for certification must be earned from an accredited college or university approved by the appropriate regional or national accrediting agency (i.e., National Council for Accreditation of Teacher Education (NCATE) or National Association of State Directors of Teacher Education and Certification (NASDTEC)).

The general requirements for certification as a teacher are as follows:

1. a Bachelor's degree or a Master's degree from an accredited institution;
2. satisfactory completion of a series of courses required by the educational area license; and
3. observation and student teaching in the area to be taught, or a minimum of one year teaching experience in the area to be taught.

Additional requirements for standard certification differ according to the academic area. (An example of certification requirements for a permanent

license is shown in Appendix A. Requirements for probationary certification in the same field are shown in Appendix B.)

Evidence of experience and/or training may be accepted in lieu of a Bachelor's or Master's degree for the certification of educational personnel for vocational education programs.

Any certificate may be revoked by the Superintendent for the conviction of a felony and/or falsification of credentials, provided the holder shall have the opportunity for a full and fair hearing before the Superintendent.

F. Issuance of Five Year Professional Certificate

All permanent employees in grades ET 3-15 and EG 12-15 are issued a professional certificate at the time they attain permanent status. The professional certificate is valid for five years from the date of issuance, and must be renewed at the end of each five year period.

G. Salary Schedules As They Relate to Certification

If a teacher is certified as probationary standard or provisional, the maximum step in the salary schedule that he may receive is Step 10. If that teacher is not made permanent at the expiration of the two year contract, he is automatically terminated. There is a different salary schedule for a teacher with: a B.A., a B.A. plus 15 semester hours, a B.A. plus 30 semester hours or an M.A., an M.A. plus 30 hours, and an M.A. plus 60 hours or a Ph.D.

If a teacher is certified as temporary, he is limited in the salary schedule to Step 6. If a teacher is certified as probationary standard but his appointment is temporary, that is, if he is replacing another teacher on leave, he is limited in the salary schedule to Step 6.

A temporary position is a time-limited appointment which meets an administrative need, such as filling a temporary position, or filling a

continuing position for a temporary period of time, or providing for maintenance of essential services in situations where normal employment procedures are impracticable.

The Superintendent may authorize the Director of Human Resource Management to assign ET-15 employees on a temporary basis as required, whose appointments will not extend beyond June 30 of the school year in which the appointment was made. Temporary ET-15 employees who do not qualify for probationary status cannot be employed in a temporary status for more than five years. Temporary ET-15 employees with more than 10 full years of satisfactory service are not subject to this limitation.

A person who lacks the prerequisite qualifications for appointment to probationary status may be appointed to a permanent position with temporary status only when no person who is qualified for a probationary appointment has applied for the position.

Upon written recommendation of the Superintendent or appropriate Associate Superintendent, Assistant Superintendent or Division Head, the Director of Human Resource Management may terminate the appointment of any temporary employee at any time.

An employee who receives a temporary assignment to a position to perform the duties and responsibilities of a higher grade shall be compensated at that grade whenever possible. A temporary promotion will not exceed one year.

Upon termination of the temporary position and return to the previous position, the salary will be fixed in the previous grade, either: (1) at the step rate to which the employee would have progressed by means of a within-grade increase had the employee not been assigned to the higher grade level, or (2) in the event the employee received a Quality Step Increase in the

higher grade, at the step rate immediately above the rate determined in accordance with the in-grade increase.

II. POLICIES AND PROCEDURES GOVERNING CERTIFICATION OF CURRENT EMPLOYEES

A. General Policy

ET-15 employees are granted permanent certification only in the level or subject area specified in the license applicable at the time permanent status was conferred; subsequent movement to another license area or level requires that certification requirements of the new area or level be satisfied. The Division of Human Resource Management can issue certification to those persons applying and being accepted to specific positions advertised by that division.

It is the policy of the Board of Education to fill vacancies with the best qualified candidates available. When persons from outside DCPS are considered concurrently with other DCPS employees for vacancies, and where qualifications are essentially equal, preferential consideration will be given to employees of the Board of Education over outside applicants.

B. Salary Promotions

Employees in salary classes ET 3-15 shall be promoted to a higher educational group upon the completion of additional graduate credits beyond the Bachelor's degree in accordance with the established requirements. Such salary promotions will be made retroactive to the twelfth month prior to the date of approval by the Director of Human Resource Management, or the effective date of the degree or the date of completion of the additional credit hours, whichever is later.

Employees promoted in this way shall be placed in the same service step of the higher groups as that held in the group from which they are promoted.

C. Assignment of Employees Subject to Reductions-in-Force

An employee who loses his position due to a reduction-in-force is qualified for assignment to another position if he: (1) meets any special requirements for the position including any educational requirements, (2) is physically qualified for the duties of the position, (3) meets any special qualifying conditions determined by the Division of Human Resource Management, and (4) has the capacity, adaptability and any special skills needed to satisfactorily perform the duties and responsibilities of the position without undue interruption to the activity.

The Division of Human Resource Management may assign an employee without regard to qualifications, standards and requirements for the position if: (1) the minimum education requirements are met, and (2) it is determined that the employee has the capacity, adaptability and special skills needed to satisfactorily perform the duties and responsibilities of the position.

An employee has no right to assignment to a position with a grade higher than his own. An employee is entitled to only one offer of reassignment.

III. POLICIES AND PROCEDURES GOVERNING RECERTIFICATION OF CURRENT TEACHERS

A. Five Year Renewal

In 1975, Title 31 of the D.C. Code mandated that all ET-15 employees must be certified to teach in DCPS and must be recertified every five years.

The professional certificate must be renewed at the end of each five year period in accordance with the procedures established by the Board of Education and administered by the Department of Certification and Accreditation. This office, in cooperation with the Division of Staff Development, establishes the procedure for approval of educational courses necessary for the renewal of the professional certificate.

Persons issued a certificate from January 1 through June 30 shall have an expiration date of June 30 of the renewal year. Persons issued a certificate from July 1 through December 31 shall have an expiration date of August 30 of the renewal year.

An applicant who does not renew the professional certificate prior to the expiration date is ineligible to work in the field of the certificate, and shall be terminated.

B. Renewal Procedures

Renewal of a professional certificate shall be granted upon application and must include evidence of the satisfactory completion of a minimum of six semester hours of appropriate credit during the preceding five year period.

Since July, 1983, the Superintendent has mandated that three of the six semester hours must be in computer literacy, the remaining three in other approved education courses. The teacher must submit an application for recertification along with transcripts sent by the college or university. Coursework that has not been approved may be acceptable if the syllabus submitted by the teacher meets the standards set by the Department of Certification and Accreditation.

In DCPS, the number of teachers who are not recertified is minimal due in large part to the number of courses offered through DCPS staff development and to evening courses offered at area colleges and universities.

When license requirements change, all properly certified personnel who have been employed in DCPS in the same classification of position or assignment may continue in the position and assignment under their current certificates subject to the terms and conditions therein stated. However,

holders of certificates of less than permanent duration and permanent employees whose service may have lapsed for a period of five or more years shall be subject to meeting the certification standards currently in effect.

C. Appeal Process

An employee may appeal the denial of renewal of a teaching certificate in writing to the Director of Certification and Accreditation. The appeal must be filed not later than 30 days from the receipt of notice of denial of renewal, which notice shall be provided at least 10 days prior to the effective date of termination. The appeal process shall include an opportunity for the employee or the employee's representative to present arguments to the Director of Certification and Accreditation orally or in writing. The decision of the Director of Certification and Accreditation shall be made within 30 days of the filing of the request for appeal.

The appeal process shall not extend the date of expiration of the certificate of the employee filing for review; such appeal shall not delay termination of the employee. However, an employee who is found to have been wrongly denied renewal shall be retroactively restored to employment.

The final step in the appeal process shall be the opportunity to present arguments to the Superintendent of Schools orally or in writing. The decision of the Superintendent shall be made within 30 days of the filing of the request for appeal, and shall be the final administrative action on the matter.

IV. INTERSTATE RECIPROCITY AGREEMENTS

A. General Policy

The Superintendent, on behalf of the District of Columbia, is authorized to enter into an agreement with any state which provides for the acceptance of the qualifications of educational personnel, as set forth in Section 301,

Title 31 of the D.C. Code. The procedures for entering into and executing these interstate agreements shall be established by the Superintendent.

B. Current Reciprocity Agreements

Interstate reciprocity is monitored by the Department of Certification and Accreditation based upon pre-examination of the certification requirements in other states. Where the requirements are compatible, DCPS has signed an agreement with those states.

There are two types of employees who qualify for interstate certification: (1) graduates of colleges and universities whose programs have been approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC), and (2) teachers who have worked 27 months under current DCPS certification.

NASDTEC standards are used by many states in reviewing a college or university program. A list of accredited institutions according to NASDTEC/NCATE is submitted when the reciprocity agreement is signed. A teacher may seek certification through the reciprocity agreement entered into by DCPS.

Forty states have passed legislation which allows the state superintendents to enter into agreements with other states. DCPS has reciprocity agreements with 27 states: Alabama, California, Connecticut, Delaware, Florida, Hawaii, Idaho, Kentucky, Maine, Maryland, Massachusetts, Michigan, Nebrasks, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington and West Virginia.

Each reciprocity agreement is a five year agreement. A review takes place at the end of the five years before renewal. Any state can withdraw from the agreement with a one year notice.

V. STATISTICAL DATA

A. Certified Personnel Recertified Yearly

According to the Department of Certification and Accreditation, 100 teachers were recertified June 30 and August 31 of 1982. Eighty-nine teachers were recertified June 30 and August 31 of 1983.

There are 171 teachers due for recertification on June 30 and August 31 of 1984; 1,089 teachers are due for recertification on June 30 and August 31 of 1985.

Some officer certificates are due for renewal in 1984 and 1985; most are due in 1986. Those due for renewal prior to 1986 are teachers who have been promoted, but whose expiration dates remain the same as their teaching certification dates.

There are no statistical data available on the discipline areas of the teachers who have been certified.

VI. CERTIFICATION POLICIES OF MARYLAND AND VIRGINIA

A. Maryland

The Maryland State Board of Education determines the state requirements for certification. Additional requirements may be made by the counties for local certification. For example, the State of Maryland requires that all teachers complete an Introduction to Special Education course; in addition, Montgomery County requires that all teachers certified in the county complete a Reading course.

A prospective teacher must pass a state exam in the area in which he wishes to be certified. Tests are administered at the elementary and secondary levels; a secondary teacher candidate is also required to pass a subject area test (e.g., English, math, foreign language).

Maryland has four categories of certification:

1. Provisional Degree - A provisional degree certificate is issued for one year only if there is no qualified teacher available for a particular position. It is issued to a candidate who has not completed all the requirements in a teaching area. The teacher must take at least six credits to retain his provisional certificate status and to qualify for the next provisional certificate.
2. Provisional Non-Degree - This certificate is issued to candidates in the first year of vocational teaching.
3. Standard Professional - This certificate is issued for five years to the fully qualified B.A. candidate. A teacher is allowed to renew a standard professional certificate once for a total of 10 years; at the end of the 10 years, he must qualify for an advanced professional certificate. If he does not meet the requirements for an advanced professional certificate, he is issued a provisional certificate for two years in order to meet those requirements.
4. Advanced Professional - This certificate is issued for 10 years to the fully qualified M.A. candidate with the equivalent of three years' experience. It is renewable every 10 years.

As in Virginia and the District of Columbia, if a teacher wishes to become certified in another teaching area, he must meet the requirements prescribed by the state in the area of teaching.

Maryland has reciprocity agreements with other states, including the District of Columbia. The requirements are set by the State Board of Education.

B. Virginia

The Virginia State Board of Education determines the requirements for certification. There is no local certification at the county level.

Virginia has four categories of certification:

1. One Year Provisional - All teachers must take and pass the National Teachers Exam to qualify for certification. Because the exam is administered only twice a year, a teacher who meets all other certification requirements may be issued a one year provisional certificate until such time as the exam is administered.
2. Two Year Provisional - If a teacher meets almost all state certification requirements but has some course credits to acquire, a two year provisional certificate may be issued. During the two year period, the teacher must fulfill the remaining requirements. When a teacher passes the National Teachers Exam, his provisional certificate can be extended for one year if he has additional requirements to fulfill, and the one year provisional certificate is applied to the two year certificate.
3. Five Year Collegiate Professional - This certificate is issued to a teacher who meets all the requirements with a Bachelor's degree.

4. Five Year Post Graduate Professional - If a teacher has a Master's degree and three years' experience, he is qualified to receive this five year certificate.

Virginia's certification categories are similar to the District's categories, except that Virginia does not issue emergency certificates.

Teachers teaching in kindergarten through eighth grade receive a General Certificate. Teachers in grades eight through twelve receive a Subject Area Certificate.

For recertification, teachers in Virginia, like teachers in the District of Columbia, must complete six semester course hours in their field of teaching; this must be done every five years for recertification. For certification in another area, a teacher must meet the requirements prescribed by the state in the area of teaching.

Virginia has reciprocity agreements with other states. The requirements are set by the State Board of Education.

APPENDIX A

LICENSE II - ELEMENTARY SCHOOL TEACHERS (GRADES 1-6) ET-15

Class 1 - Regular classroom teachers

(1) A Bachelor's degree from an accredited institution.

(2) Satisfactory completion of a sequence of courses in preparation for teaching on the elementary level which may be part of or in addition to the degree requirements.

The following academic semester credits are REQUIRED:

English (composition & literaure)	12
Geography	3
History	6
Mathematics	9
Science (biological & physical)	6
Music	2
Art	1
Health & Nutriion	3
Physical Education	3

The following education courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching elementary education in the urban setting
(c) Corrective and remedial techniques for teaching of reading
(d) Sociology of urban youth
(e) Mathematics for elementary teachers (content course)
(f) Speech and language development for teachers
(g) Development of oral communication skills in children
(h) Materials and methods of teaching the following on the elementary level:

Language Arts
Reading
Social Studies
Mathematics
Science
Related subjects (at least TWO of the following): art, music, physical education, health, or children's literature

(3) Observation and student teaching on the elementary level OR

A minimum of one (1) year satisfactory teaching experience on the elementary level.

LICENSE II (continued)

Class 2 - Teachers of art, music, physical education and foreign languages

(1) A Bachelor's degree from an accredited institution with not less than 30 semester credits in the subject area to be taught;

(2) Satisfactory completion of a sequence of courses in preparation for teaching the subject area on the elementary level, as part of or in addition to the degree requirements.

The following courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching in urban elementary education
(c) Materials and methods of teaching the subject area in elementary school
(d) Sociology of urban youth
(e) Teaching of reading

(3) Observation and student teaching on the elemtary level OR

A minimum of one (1) year of satisfactory experience in teaching the subject area on the elementary level.

Class 3 - Science resource teachers (K-6)

(1) A Bachelor's degree from an accredited institution with not less than 18 semester credits in science;

(2) A minimum of two (2) years of satisfactory teaching experience on the elementary school level.

(3) Satisfactory completion of a sequence of courses in preparation for teaching science on the elementary level, as part of or in addition to the degree requirements.

The following courses, or similar courses satisfactory to the Chief Examiner, are REQUIRED:

(a) Educational psychology
(b) Introduction to teaching in urban elementary education
(c) Materials and methods of teaching science in elementary school
(d) Sociology of urban youth
(e) Teaching of reading

Class 4 - Mathematics resource teachers

(1) A Bachelor's degree from an accredited institution with not less than 18 semester credits in mathematics as part of or in addition to the degree requirements;

LICENSE II - Class 4 (Continued)

(2) Satisfactory completion of six (6) semester credits, as part of or in addition to the required 18 semester credits in mathematics, for experience in one or more mathematics institutions or workshops for teachers of four (4) or more weeks in duration.

(3) A minimum of three (3) years of satisfactory teaching experience, at least two (2) of which are at the elementary level.

(4) Satisfactory completion of a sequence of courses in preparation for teaching on the elementary level which may be taken as a part of or in addition to the degree requirements.

APPENDIX B

CANDIDATE _____

Grade 1-6

_____Bachelor's Degree _____Accredited College

Probationary-Standard Requirements

_____Required Academic Background

_____English (Composition and Literature) - 12 semester credits

_____Geography - 3 semester credits

_____History - 6 semester credits

_____Mathematics - 9 semester credits

_____Science (Biological and Physical) - 6 semester credits

_____Music - 2 semester credits

_____Art - 2 semester credits

_____Health and Nutrition - 3 semester credits

_____Physical Education - 3 semester credits

_____Educational Psychology

_____Introduction to Teaching in Urban Elementary Education

_____Corrective or Remedial Techniques of Reading

_____Sociology of Urban Youth

_____Mathematics for Elementary Teachers (Content Course)

_____Speech and Language Development for Teachers

_____Development of Oral Communication Skills in Children

_____Materials and Methods of Teaching the following the Elementary School:

_____Language Arts _____Reading (Separate Course)

_____Social Studies

_____Science

_____Related Subjects
(at least two: Art, Music,
Physical Education, Health,
or Children's Literature) _____Mathematics (Separate Course)

_____Computer Literacy

_____Observation and Student Teaching in the Elementary School; OR

_____One (1) year of Successful Teaching Experience in the Elementary Schools

Probationary-Provisional Requirements

_____English (Composition and Literature) - 6 semester credits

_____History - 6 semester credits

_____Mathematics - 3 semester credits

_____Science (Biological and Physical) - 6 semester credits

_____Art - 2 semester credits

_____Physical Education - 3 semester credits

_____Educational Psychology

_____Mathematics for Elementary Teachers (Content Course)

_____Development of Oral Communication Skills in Children

_____Materials and Methods of Teaching the following in the Elementary School

_____Reading (Separate)_____, (Block)_____

_____Mathematics (Separate)_____, (Block)_____

_____Observation and Student Teaching in the Elementary School; OR

_____One (1) year of Successful Teaching Experience in the Elementary Schools